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Efficient Schools Number

Journal of EDUCATION

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A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

Editorials

Superintendology

DR. FRANK D. BOYNTON will heighten and brighten education by merging an interesting portion of his time and talent with the editorial activities of the Journal of Education beginning in the issue of September 1.

Dr. Boynton is an unusual professional personality, with an unprecedented experience in the creation of a school system that has been vitalized by his devotion, wisdom and skill for more than a third of a century.

Dr. Boynton is an artist in saying the right thing in a bright way briefly.

"Superintendology," with his magic pen, will be one of the features of this magazine during the next school year.

This oldest education magazine, with the oldest editor, with the longest continuous editorial service, appreciates its constituency, which enables it to attract the editorial collaboration of this noted leader in thought and expression.

Tragedy of Idolatry in Education

HORACE MANN is being crucified by idolatry. Some school histories teach children that Horace Mann was a great educator because "thousands of schools are named after him." The truth is that not thirty public schools have been named after him.

There is the same wild inflation of his fame as a writer and orator. The attempt to make him a superman by idolatrous worship is liable to rob him of his just dues as the one real educational chieftain of the New World.

Horace Mann did create public education in the New World. His Fifth Annual Report is the only public school classic in the New World. He did make Massachusetts the first state in America to bring relief to persons handicapped by nature and human nature. He did secure the first legislation for the improvement of teaching in public schools.

Nowhere is there an adequate reliable statement of any one of these world-famous achievements of Horace Mann. There has been a passion for magnifying things that were not true, and a fatal joy in not knowing what he really did in the creation of education.

Biographically, Horace Mann is one of the most fascinating of Americans. His life as so clear-cut that it creates the trail as definitely as does childhood, boyhood, youth, and young manhood.

Thirty years of Preparation.
Ten years of State Leadership.
Five years of Creation of Public Education.
Seven years of Defence.
Four years of Rise and Fall in Politics.
Seven years of Tragic Struggle at Antioch College.

Horace Mann will be honored more by a simple statement as to why and when he did the things that he did, than by continuing to be a mythical mirage, alluring the young to waterless historical deserts.

The Horace Mann League plans to multiply schools named after him in every state in the Union within the next two years. This will be a greater service to education and to the fame of Horace Mann than any idolatrous misrepresentation can possibly be.

Dr. Boyden's Articles

WE THINK no article, or series of articles, in the Journal of Education in recent years has made as profound an impression as has Dr. Arthur C. Boyden's series of articles on "Teaching as the Greatest Teacher Taught."

There is no language in which Jesus is not styled "The Greatest Teacher."

For the first time in any language there is available a clear, attractive and forceful account of how the Greatest Teacher taught.

The supply of the issues of the Journal in which these articles appeared is exhausted, and to meet the demand for copies of Dr. Boyden's articles we have published the series in an attractive 52-page booklet.

Every teacher and preacher should possess a copy of this exceptionally interesting booklet, and read it.

Price, single copy, postpaid, 30 cents; ten or more copies to one address, 20 cents each.

The Columbus Meeting

"VITAL Values of Education" is to be the keynote of President E. Ruth Pyrtle's program.

There will be eminent speakers from England and the outlying American territories and islands.

Ohio, especially, will have famous men and women of national interest.

Every section of the United States will be represented by able and attractive speakers.

Ohio, state and cities, will join Columbus in as royal a welcome as the National Education Association has ever enjoyed.

There have never been more complete arrangements for the comfort of those in attendance than are planned for the Columbus meeting.

There will be more automobilists in attendance than ever. This is due in part to the centralized location, and also to the Tourist Camp on the Ohio State Fair Grounds, on which every comfort and many luxuries will be provided.

Ohio has been a leader in progressive education for a century, and its leadership will be magnified at Columbus.

As many teachers can reach Columbus by daylight as there are members of the National Education Association.

A fourth of the population of the United States can reach Columbus by daylight.

Why shouldn't it be a record-breaking attendance?

Sproul and Moore Promoted

THE Regents of the University of California have demonstrated rare sanity and appreciation of the forces that have made it the greatest university in the world, in the election of Robert Gordon Sproul to succeed Dr. W. W. Campbell, who retires of his own choice. This election is as wise as it is courteous. There is nothing spectacular in the selection of the vice-president and comptroller as president. Dr. Sproul has rendered as notable, varied and important service to the University and the community as any one has ever rendered in a subordinate position, and his selection is satisfactory to every section of the state, to every interest in the state, to the faculty, and to the alumni, and his administration will carry on and not overturn.

Ernest C. Moore's remarkable leadership in the creation of the University of California at Los Angeles has earned for him the distinction of being elected vice-president of the University of California with no suggestion of his relation to a section of the University. This makes the University of California a complete State University.

Superintendent Frank A. Bouelle of Los Angeles takes a firm stand, and the School Board appears to sustain him in refusing a high school diploma because of reported aggressive communistic activities as revealed in his course in history and citizenship.

Radio as an Educator

THE radio in education has as varied achievements as electricity has in transportation, in the industries and in the home.

The radio has re-created music, giving a universal spiritual impulse, as naturally as April showers bring Mayflowers.

The microphone is the most important aid to office administration that has ever been created. It has transformed the giving and receiving of messages from a mechanical system of rules to a vibrant rhythm as different from the old office notices as a blooming iris is from an artificial flower.

The radio is the best teacher of teachers in service that has been devised. With a radio educational message the teacher instinctively gets the rhythm of careful expression.

The principal of a radio-equipped school becomes an artistic administrative scientist, and the humblest teacher may become an inspired accompanist of boys and girls in learning in school and out.

From Oshkosh to Illinois Normal

DR. H. A. BROWN, president of Oshkosh State Teachers College, is elected to the presidency of the Illinois State Normal University.

This is a deserved promotion of a notable leader among State Teachers College men, and gives one of the most historic state teacher training institutions a worthy successor of three great professional administrators, Richard Edwards, John W. Cook, and David Felmley.

Illinois Normal University has furnished eminent principals and presidents of state teacher training institutions in many states, and has had men of national prominence on its faculty since 1862.

Dr. Brown, a native of Maine, was nationally prominent as assistant state superintendent of New Hampshire, 1914-17, and has been an outstanding professional administrator for thirteen years. Few university men in the Middle West have more high achievements to their credit than has the successor of John A. H. Keith at Oshkosh State Teachers College.

Quite the Reverse

A WRITER for one of the magazines said in a recent issue: —

"No profession in the world is more criticised at the moment than that of the teacher. They are blamed for the result of their work; for the revolt of youth, its irreverence, its insubordination, its distaste for home. They are blamed for the demands of the schools, for the ever-growing taxation, for the discontent of parents and employers."

Our observation and experience lead to quite the opposite conclusion. There has never been a time in more than sixty years when the public pays so little attention to criticism of teachers and schools as today.

An open attack on the schools in any city always results in unprecedented support. Bankers, big business men, prominent daily papers rally to the teachers and schools nobly and heroically whenever they are criticised.

Fifty Years of Public Schools

"FIFTY Years of Publishing," by Houghton Mifflin Company, is highly valuable as a record of public education in 1880 and 1930.

There were 10,000,000 pupils enrolled in 1880. There are 25,000,000 in 1930.

There were 6,000,000 in daily attendance in 1880. There are 20,000,000 in 1930.

There were 4 per cent. of youth from fifteen to eighteen in high schools in 1880; 55 per cent. in 1930.

There were 3 per cent. of persons from nineteen to twenty-two doing college work in 1880; 20 per cent. in 1930.

Total expenditures for public schools in 1913 was $521,000,000. In 1928 it was $2,174,000,000.

The net sales of public school textbooks in 1913 was $14,261,000, or 2.73 per cent. of the total expenditure for public schools in that year.

In 1928 it was $35,511,000, or 1.63 per cent. of the total expenditure for that year.

The percentage of increase in net sale of textbooks for public schools use was 149 per cent. from 1913 to 1928.

Increase in salaries of teachers, principals, supervisors and superintendents from 1913 to 1928 was 305 per cent.

Increase in cost of grounds, buildings and contents was 358 per cent.

Allowing for the fact that the dollar has depreciated in purchasing power by more than one-third since 1913, it will be seen that the per pupil expenditure for school books in 1913 was about equal to that in 1928. On the other hand, the per pupil expenditure for instruction and especially for material equipment has far outrun the shrinkage of the dollar during the last fifteen years.

President Kelley Resigns

FREDERIC J. KELLEY, president of the State University of Idaho, Moscow, resigns after two years of service. Dr. Kelley has had an interesting professional career of uninterrupted success. He went to Idaho from the University of Minnesota, where he was Dean of Administration. He had previously been Dean of School of Education of University of Kansas.

Junior High Record

SOMERVILLE, Massachusetts, Everett W. Ireland, superintendent, has a Junior High School, Raymond E. Shepherd, principal, that issues a booklet, "Opportunities," which we have never seen equaled.

"Opportunities," forty pages, seven by ten inches, elegant paper, beautifully designed by pupils, profusely illustrated. The material was assembled and arranged by Walter W. Newcombe, vice-principal, as an aid to the guidance work in the school of which he has charge.

In the Foreword the principal says: "One cannot spend a few hours in a successful junior high school today and fail to realize that a forward step has been taken in education. . . . We have left behind any spirit of halting uncertainty about the soundness of our underlying educational theory, and are eagerly engaged in utilizing every opportunity at our disposal to meet the varying needs of individual pupils. . . . Perhaps the most important factor in our undertaking is the spirit of co-operation which comes from the distribution of duties and responsibilities to such a large number of our pupils."

There are more than fifty illustrations illuminating more than half of the space portraying the "Opportunities" for boys and girls of the Southern Junior High School of Somerville, a city of over one hundred thousand population, adjoining Boston, to be healthier, wealthier and happier, better men, women and citizens.

Progressive Practice

THE Boston Board of Superintendence has a system of "Co-operative Supervision, Guidance, Inspiration, and Growth" through "Progressive Practice in Education," which utilizes the best thought of the supervisors, teachers college, principals and classroom teachers.

This system magnifies the success of the best teachers of long experience, the observation of skillful members of the Board of Superintendence, the enthusiasm of subject supervisors, the inspiration of the City Teachers College, and the devotion of progressive classroom teachers.

Miss Mary C. Mellyn, assistant superintendent, sponsors Bulletin No. 1, a masterful treatment of Reading in Grades III and IV.

Belding's Page

EFFICIENCY

A MUCH overworked word may have been overworked because of the unusual worth of the thing for which the word is but a symbol. "Co-operation" is one of our most overworked terms. Yet who can deny that this is a social world and that co-operation is needful if results are to be accomplished?

"Efficiency" is another word which must close each day with weariness. Yet the modern world would be lost without a fair amount of it. What would mass production be without efficiency? Our whole industrial and commercial fabric would collapse were it not for a certain amount of efficiency. "A certain amount," because there is still a good deal of the world's work done inefficiently.

Efficient schools are essential to an efficient civilization. If workers are to avoid waste of time and effort, they must be trained in schools which have learned to avoid waste of time and effort.

Efficiency is one of the chief goals of modern instruction. The health and well-being as well as the intellectual progress of pupils demand well designed, well-equipped school buildings; well written and well printed textbooks; well trained and well qualified teachers; and at the top, wise management.

Perfection in all these points may not be attainable. But it is a goal toward which present-day education steadily moves.

ADVENTURING

EDUCATION has advanced a long way from the stage of mere learning by rote.

No doubt there are some uninspired and uninspiring schoolrooms in which lessons still are conned and answers parroted.

But such schoolrooms are recognized today as exceptional and backward.

Comprehension has long since acquired a rating above memorization. What the child does not comprehend is of no present value such as to warrant memorization.

From comprehension the ideal is moving forward to that of awakening the joy of creative mental effort.

The best teachers now are putting emphasis upon learning as a great and happy adventure. The child is enlisted in the desire to meet fresh situations with inventive resources. Not all children rise to this challenge, because of different mentalities. But certain children who would have showed up poorly under old schemes of measurement show up excellently when their inventive talent is called into play, and, by the same token, the memorizers and even the comprehenders frequently are at a heavy discount when the ability to create is made the basis of reckoning.

DIVINE GIFT, TRULY

DR. MONROE E. DEUTSCH of the University of California has called attention to one all-important quality of a teacher which is rarely if ever mentioned on questionnaires. In fact, no steps are usually taken to measure it. Dr. Deutsch calls it "the divine gift of clearness of exposition."

What a wide difference there is in teachers in this respect!

The "divine gift" requires, first of all, that the teacher be clear in his thinking. Unless the idea to be explained has been firmly grasped and deeply understood, it cannot be clearly explained.

In the next place, the teacher must have sufficient imagination to put himself in place of the child, so that the method of expounding may be suited in word and substance to the child's mental condition.

What is so essential in the teacher's classroom work, hour by hour, as that fog shall be cleared away, knots untangled, and discouragements removed, by patient, understanding instruction?

Imponderable as this ability is, it should by no means be left out of the account in reckoning a teacher's value.

PRINCIPAL'S JOB

IN A WELL organized school the principal succeeds in delegating a large part of the administrative detail to teachers or office assistants. If important matters of school policy and major decisions as to school practice are to receive due attention, many relatively small matters must be delegated.

The principal should insist upon time for supervising the work of teachers and for meeting pupils in conference regarding their problems of adjustment, vocation, college and the like.

If a principal's time is so cluttered with petty affairs as to leave him no opportunity for his larger tasks, the fault may rest with the principal himself or with the higher authorities who fail to provide sufficient help.

The business of the principal is to see that his school functions so effectively that every pupil shall receive the maximum of guidance toward his life goal. The school should run on well-oiled bearings. The teachers should be permitted and inspired to do their best work. In all this the principal is the leading factor.

Auson W. Belding

Associate Editor.

Chicago Maintains Progress

By WILLIAM J. BOGAN

Superintendent

NOTHING is better evidence of the essential vitality and progressiveness that have always been in a real sense the spirit of the city of Chicago than its devotion to education. Chicago is a city of great universities and libraries, of museums of art, science, and industry, of parks and playgrounds, a city whose educational institutions house over 800,000 students.

An unprecedented step toward capitalizing these great resources has been the enlistment of Chicago's institutions of higher learning in a great project for the betterment of the schools. The University of Chicago, Northwestern, Loyola, DePaul, Lewis Institute, Armour Institute, the musical colleges—all have co-operated generously, working with the teachers and providing special courses or directing experimental work. For example, Dr. W. S. Gray, of the University of Chicago, conducted throughout the year a class of over 500 teachers delegated from the schools in a study of the teaching of reading, and gave advisory direction in the establishment of a demonstration centre in one of the schools for exemplification of the best methods. Dr. Guy T. Buswell's experimental work in arithmetic and Dr. Ernest O. Melby's courses in social studies are also fine instances of effective university co-operation. Dean C. F. Huth's plans for classes in study habits, geography, and English, to be conducted by leading specialists, promise further development of the plan. The teachers are eagerly availing themselves of these great opportunities, and every school in the city is feeling the quickening influence of a new professional spirit.

To bring about a closer articulation of the school system with the life of the city a large group of civic leaders eminent in every walk of life has been organized as the Superintendent's Advisory Council. Nothing gives clearer evidence of the fundamental soundness of Chicago's civic life than the willingness of these men and women of affairs to take time from their busy lives to contribute their best thought and effort to the solution of the larger problems of education in the life of the city.

Another successful activity has been a series of great civic assemblies held under school auspices, the most recent one in the new Civic Opera House, bringing together representatives of the forty communities which compose Chicago. Leaders in the city's cultural life, like Lorado Taft, the sculptor, and Frederick Stock, the musical director, such prominent citizens as Victor Olander, labor leader, and President Hutchins, of the University of Chicago, and men high in the business world, like Samuel Insull and Julius Rosenwald, have found time to lend civic inspiration to these great assemblies for the participants to carry back to their schools and communities in every part of Chicago. One of the major activities of the school system during the past two years has been the work of a new bureau of curriculum organized to effect a radical revision of the courses of study and at the same time to operate as an educational service bureau, ready to bring all its resources in materials and skilled direction to bear on the problems of teachers everywhere in the system. The revision of the curriculum will be a continual process, kept closely in touch with work done in this field elsewhere, and making wide use of the experience of teachers and principals in the system. Already a new course, modern in content and arrangement, has been placed in the hands of the teachers as a basis for the work.

Chicago has a tradition of progressive education, and has always been hospitable to improved teaching procedures. Particularly in the field of individual education the city has made great strides in the last two years. Educators agree that the schools should adapt their work to the individual child's ability, but this has heretofore been extremely difficult in large city schools on account of the great numbers to be dealt with. The Chicago plan seems definitely to have solved this difficulty, and is now being widely adopted throughout our schools. The essential features of the plan are carefully prepared units of work, an individual program closely adapted to each pupil's needs, and the definite organization of the class for self-conducted learning, with practicable procedures enabling the pupils largely to manage the process themselves. It has been found to operate with gratifying success.

The work in music has been completely reorganized, and placed under a director of national reputation. Striking results of the new policy are already evident. There is a new breath of life in the music in every part of the system. Twelve thousand children are receiving class piano instruction, great choruses and orchestras are being organized in the junior and senior high schools, and the enthusiasm for the subject everywhere gives promise of greater things to come.

Evening school, adult, and Americanization classes have grown to a total of 52,000. As many Chicagoans now attend public school classes each evening as the total seating capacity of all the theatres of the city. Three accredited evening high

schools have been opened, one on each side of the city, offering to earnest students opportunities equal to those in the regular day high schools. The Community Centres, open in school buildings throughout the city, and controlled by residents of the communities, reached a total attendance last year of nearly half a million.

Striking improvements have been made in provisions for the needs of special classes of pupils. In the new Montefiore School for Truant Boys every activity that appeals to boys is provided for, with an equipment not inferior to that in our best junior high schools. As a result the Parental School, hereofore never adequate for truant boys, is no longer crowded, and for the first time in a generation the Juvenile Court is without a waiting list. Behavior clinics in certain schools, guidance centres for high school pupils, visiting teachers in difficult elementary districts to interpret the school to the home and the home to the school—all these mean the dawning of a new day for the underprivileged, and opening to them the door of opportunity.

The teaching force of Chicago is alert and progressive, with a fine professional spirit and a devotion that has never wavered even in the financial vicissitudes that Chicago, like so many other cities, has been so unfortunate as to undergo, and the outlook for the schools of the city was never so bright as it is today.

San Diego Considers the Child

By W. R. HEPNER

Superintendent

THE outstanding achievement—still in process—in the San Diego city schools is a shift in attitude in our whole administrative, supervisory and teaching program. This shift is away from the former attitude toward the child characterized by our desire to "mould" him, to discipline him, to make him more or less in the image of ourselves. The newer and growing attitude recognizes the child as a personality, as an individual for whom it is our privilege to provide situations which will enable him to develop to his fullest individual and social capacity.

Concurrent with this change in attitude has come the course of study with definite attempts to provide differentiated requirements. There have come many types of special classes. Naturally both mental and educational measurements became necessary. The visiting teacher service for our elementary schools and the system of counseling in our secondary schools developed in recognition of the need not only for "seeing" the individual child but also for counseling him and arranging for his proper placement. A definite organization for co-ordination of all effort in guidance in all schools and grades has been created in the form of a Council of Guidance whose personnel contains representatives from the various units and guidance services of the entire school system. We have gone one step further in this regard in organizing a Community Child Welfare Council under the auspices of the Community Welfare Council with representatives from every agency within the community which contacts child life. School people are liberally represented on this council.

This movement has been reflected in definite provisions for democracy in the administration both in the central office and in the schools themselves. Advisory Councils of teachers, principals, supervisors, and of the superintendent's immediate staff have been organized, and are functioning effectively. In this connection our Research Department serves as a problem-solving bureau for all matters arising in connection with administrating, organizing, supervising and teaching.

During this decade we have become definitely committed to the 6-3-3 plan of organization. A set of school building standards for new schools has been devised. We are developing more adequate means for keeping the public informed concerning the work of the public schools. Cafeteria service is provided in all of our larger schools. A central library is making available a liberal supply of both supplementary and recreational reading materials. A rather fully developed visual education department is providing increasingly helpful visual materials. This department has worked out most effective co-operative arrangements with the various museums, the art gallery, and the zoo, which provide enriched opportunities along these lines. Instrumental music has been extended to include the elementary schools in the form of orchestras and group piano classes. Our adult education has been developed in many fields, especially in foreign adult, in trade extension, and in parent education which is just being initiated. And not the least of all our achievements the Board of Education has been organized as a definitely functioning policy forming body with no standing committees. The way seems paved for the application of scientific educational principles in our efforts to promote a sound program of progressive education.

Radio in the Schools

BY FRANK F. CARR

Principal, F. A. Day Junior High School, Newton, Mass.

IT IS UNAVOIDABLE that the changes affecting the present generation are not confined to new modes of transportation, new social codes, and new moral conventions, but also affect education.

New movements and new forces are knocking at the doors of our schools today demanding admission. A successful administrator must subject these applicants to severe scrutiny and insist that they pass certain "standard tests" before he admits them to his classrooms.

I do not presume to devise a decisive test for these applicants, but I think most of us will agree that a satisfactory answer should be given by them to the following questions as a preliminary to a more exhaustive examination:—

1. Do you supplement the present curriculum or add to it?
2. Do you contribute something necessary and vital to these youths or are you disseminating the propaganda of some group?
3. Is your way the most effective and economical one to reach the desired goal?
4. Do you bring school life into closer harmony with life outside the schoolroom?

Within the last twelve months, radio has apparently given a satisfactory answer to the above, and other questions, and been admitted to many of the schools and classrooms of this country. Today centralized radio is installed in one or more schools in Oyster Bay, Valley Stream, Utica, New Rochelle, Potsdam, North Hemstead, Scarsdale, Peekskill, White Plains, Carmel, Bronxville and Rye, New York; Morristown, Pleasantville, Hoboken and Union Hill, New Jersey; Ventura, California; Milwaukee and Racine, Wisconsin; Elyria, Ohio; Memphis, Tennessee; Wilkesbarre, Pennsylvania; Battle Creek, Michigan; Kaysville, Utah; St. Paul's School, Concord, New Hampshire; Cincinnati; Austin, Texas; Newton, Massachusetts; and is now a vital and growing feature in the daily lives of the pupils of these schools.

R. G. Jones, superintendent at Cleveland, says: "I have reached the belief through observation and experience that radio can be satisfactorily used to distribute educational practice and educational material to pupils in schoolrooms. The veriest novice can see that by means of the radio a vast field of material can be distributed to pupils in school. Radio's value in education is obvious."

This year six classes in third grade arithmetic were taught by radio in Cleveland's schools, the teacher being a specialist in the field. The classroom teacher served as "checker" and observer of the work. Mr. Jones says he has never witnessed better concentration on the part of pupils than was displayed by these six classes. Space precludes a detailed description of this work, but the important thing is that the radio-taught classes made more improvement than the other classes taught in the orthodox way. If you are interested in the Cleveland experience, an account will be found in the April number of "The Nation's Schools."

Radio station WTAM of Cleveland, which broadcasts the "Ohio School of the Air," has pioneered in this work and achieved a success which is due in no small measure to the vision and foresight of Ohio educators who have sponsored and supported these programs. A list of the educators who have contributed to these programs would sound like an Ohio Who's Who in Education.

WEEI of Boston caught this vision over two years ago, and through the enthusiasm of Program Director Charles Burton, and Assistant Program Director Arthur F. Eades, "E. F. A.," put educational programs upon the air and broadcast the teachings of specialists in the field of English, General Science, French, Social Studies, as well as talks by artists, authors and other worthwhile contributors, but work has been discontinued the last few months.

A brief description of such an installation and its use in the Day Junior High School in Newton may be of interest to the many schools now contemplating such installations.

Mechanically it consists of a loud speaker in each of the classrooms and special rooms in the building, also in the auditorium, gymnasium and cafeteria. Through these speakers the pupils listen to radio programs, phonograph records, and messages sent through the microphone from the stage of the auditorium or the principal's office.

Adjacent to the main offices in the building is a control panel 70 inches in height, and 41 inches in width, on which is located the radio set, consisting of six stages of radio frequency, a detector and eight audio frequency tubes, which gives an abundance of volume for the simultaneous operation of forty loud speakers. The great power of the set enables the school to pick up, not only local, but any of the Eastern and Mid-Western stations at will. Controls on the panel enable the operator to switch on or off any or all of the loud speakers. An electric turntable located on the front of the panel and another portable one which may be

plugged in for use in the auditorium, the moving picture booth, or other points in the building, enable the use of phonograph records.

Visual volume control enables the operator to turn the volume to the exact degree required before switching on the loud speakers. A monitor speaker located adjacent to the panel may be used by the operator to "listen in" to the program.

The entire installation operates from 110 A C current, and either magnetic or dynamic speakers or both may be used. These speakers are controlled *entirely* from the panel, thus enabling the operator to know that the class is receiving the program he is sending out, and that the loud speaker has not been shut off by the teacher and forgotten, or the volume turned so low that the pupils fail to understand the message.

We are discovering new uses for the system every day—some so novel and challenging that we do not wish to discuss them until we have more data, but other uses are a part of the daily work of the school and of such value that every school administrator recognizes them at once. In an assembly any pupil, however weak his voice, by use of the microphone may be heard by every member of the audience with perfect ease. The entire school may be addressed by the superintendent, principal, or others at any moment in the school day wherever they may be in the building.

Physical education teachers use the portable turntable and records to furnish music for their classes for physical exercises and folk dances.

Music teachers play records to their classes for music appreciation either in the music rooms or other classrooms.

Teachers of dancing use records for their work. Records are also used for furnishing music for moving pictures, and the microphone for announcements in connection with these programs. Records are used by foreign language teachers for the purpose of teaching correct pronunciation.

Teachers are requested to look in the papers each morning at the radio programs for the day. These programs are posted in the corridors on each floor. If a teacher finds something of interest to his class, a request is telephoned to the office, the secretary places this request on the radio program chart for the day, and these programs are sent to the proper classrooms. The chart enables the principal to check the programs and pass upon their desirability and suitability for classroom use.

The number of programs on the air which are of educational interest is rather surprising when the programs of the day are carefully scrutinized. This is particularly true in the departments of General Science, Social Studies, and English.

Dr. S. M. Brownell, superintendent of schools at Grosse Pointe, Michigan, sent out a questionnaire to twenty-five schools using centralized radio systems, asking them to state the major uses of the systems in their schools. His tabulation of the returns from these schools is of interest.

TABLE I.

Major Uses of Radio and Public Address Systems in Twenty-five Public Schools in Order of Number of Times Mentioned.

1. Making announcements to part or all of school.
2. Receiving programs.
3. Receiving music.
4. Broadcasting addresses by school speakers.
5. Receiving current events.
6. Receiving lectures.
7. Instruction in school subjects.
8. Amplifying assembly program.
9. Marches or music for assembly and dismissal.
10. Music in cafeteria at noon.
11. Interest children in basement on rainy days.
12. Club activities.
13. Music for dancing in gymnasium after basketball games.

"In Table I, in which are listed the major uses of the radio installation, the reception of programs, music, lectures and current events, if they had been combined as one item, would have ranked first. It is interesting to note the general use made of the public address feature in schools for administration purposes in making necessary announcements. It is also rather interesting to note the number of ways in which the radio installation may serve the school."

TABLE II.

Chief Benefits of Radio and Public Address Systems in Twenty-five Public Schools in Order of Number of Times Mentioned.

1. Instantaneous communication with any group of pupils.
2. Brings to pupils valuable material they would not otherwise receive.
3. Brings good music and public addresses to pupils.
4. Saves time and energy of principals, teachers and pupils.
5. High enough volume level in auditorium to hold attention of audience.
6. Good means of entertainment.
7. Added interest in subjects when lectures come to class via radio.
8. Instruction.
9. Cultural value of some programs.
10. Convenience.
11. Certainty that messages are delivered.
12. Increased power of concentration on part of pupils.
13. Does away with necessity of assembling pupils in auditorium.
14. Saves expense of orchestra for dance after basketball games.

"Comparison of the amount of use as shown in

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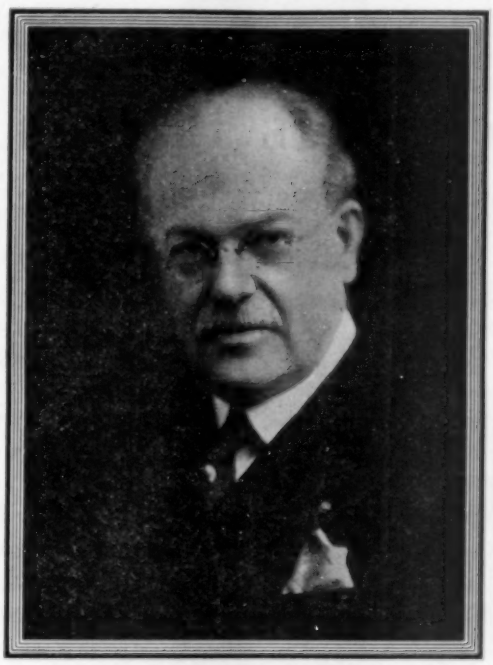

Dr. Boynton has been a frequent contributor to this magazine in the past and needs no introduction to its readers. His messages are straightforward and challenging. He has courage to discard the bookish in favor of the practical. His record of acomplishment, as Superintendent at Ithaca, has been noteworthy in itself. In addition, however, he has rendered many invaluable services to the cause of education. He has been a member of important committees, councils and commissions. He was President of the Department of Superintendence, National Education Association, in 1928-1929. He is a celebrated lecturer, editorial writer and author.

Dr. Boynton's Department in the Journal of Education will be a clearing house for numberless vexed questions of school administration and organization.

Other plans already formulated by the Editors make it safe to predict that the school year 1930-31 will be the most outstandingly serviceable in the long history of this magazine.

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Table I with the estimate of chief benefits of the radio installation, as in Table II, shows that the instantaneous communication with any or all parts of the school with a minmum of energy, as enabled by the public address feature of many radio installations, appeals as of most benefit to many administrators. Perusal of the list shows a range from the good old formal discipline benefit which used to be advanced for Latin and Greek in the curriculum, namely 'increased power of concentration' to the very practical benefit advanced, I presume by a Scotchman, in Number 14 above."

The use of centralized radio in every progressive school five years hence is inevitable. Dr. Ray Lyman Wilbur, Secretary of the Interior, and himself an educator, says: "It seems inevitable that great use must be found for the radio in our public educational system. The lecturer has always had a strong place. Now, when it is possible for the most expert lecturers to be chosen, and to have their audiences in many halls, homes, and schoolrooms instead of in one hall, we sense the beginning of a new era."

State Departments of Education and other leaders in the field should see the handwriting on the wall and assume the guidance and control of this "new voice in education" in order that its great and as yet undeveloped power may be used for the highest good of our boys and girls, and not through conservatism, timidity, or inertia, allow this power to be prostituted to commercial greed or vicious propaganda.

Pueblo Favors Platoon Idea

By JAMES H. RISLEY

Superintendent, District One

DURING the past decade the schools of Pueblo, District No. 1, have taken a great step forward along several different lines.

In 1922 a building program was outlined which provided for a minimum of ten years ahead, and which is being consistently carried forward to completion. The main features of this plan were as follows:—

(1) Providing for two junior high schools, to serve two definitely marked sections of the city.
(2) Providing that new grade buildings and remodeled old ones should be adapted to the enriched program of Platoon Schools, with auditorium, gymnasium, and other special rooms.
(3) Securing adequate grounds for these buildings in accordance with definite population trends as shown by a careful survey.

In carrying out the above building policy one new junior high school has been built, and eleven acres of ground secured in a strategical location for the second. One new modern grade school has been built, one old building remodeled and modernized. Three new units added to other buildings including auditorium and gymnasium; the industrial subjects removed from the high school building and housed in a separate building.

As rapidly as the progress of the building program permits the grade schools are being platooned, and the schools reorganized on the six-three-three plan.

During the same period a complete revision has been made of the qualification and salary schedule for teacher, and a plan of sabbatical leave adopted.

A full time director of educational research has been provided and a reorganization of the entire school into homogeneous groups on the basis of ability has been made. In addition to this, provision is made for pupils who do not fit into any scheme of group instruction.

The entire curriculum has been under constant revision by committees of teachers and supervisors. Under the platoon plan, special subjects, such as music, art, physical education, health, home economics, manual training and household mechanics, have acquired efficiency through the interest aroused by special teachers, which we had not thought possible before. While this has been done our standard tests reveal that we have gained strength in the fundamental tool subjects.

A band and orchestra have been organized in the high school, and orchestras in each junior high school, and in the larger grade schools. Hundreds of children are learning to play some instrument, and the schools are finding much talent that probably never would have been revealed.

In the field of health education an intensive experiment is going on to determine the effect of milk and a school period for sleep on underweight children. Remarkable results are being recorded. Every freshman girl in high school is required to take the course in home hygiene and the care of the sick outlined by the American Red Cross, and to secure the Red Cross certificate by examination. Practically every able-bodied child of the district takes part in some competitive games or athletics, and the rest are given corrective treatment.

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Kalamazoo Stresses Democracy

By E. H. DRAKE
Superintendent

DURING the past decade Kalamazoo schools have been almost entirely transformed. At about the beginning of this period its educational leaders, in common with many others of the present time, were convinced that the formal and authoritative system of education of the nineteenth century and early twentieth was not well adapted to children living in a democracy. The authoritarian education of that period was an outgrowth of the educational systems of Europe, which were our best patterns for the time, excellent in every way, but adapted to education in autocratic countries. Believing that education in a democracy is a process which should go on in the atmosphere of true freedom, effort was at once put forth for a gradual evolution in the direction of present-day progressive education. Effort has been made to free the classroom from unnatural restraints and exterior authority, and to substitute for these controlled freedom originating in interior motives. As contrasted with the authoritarian system of former days, when teacher and subject matter were the centre of school life and authority, the effort has been to make the child the centre and child growth the controlling idea.

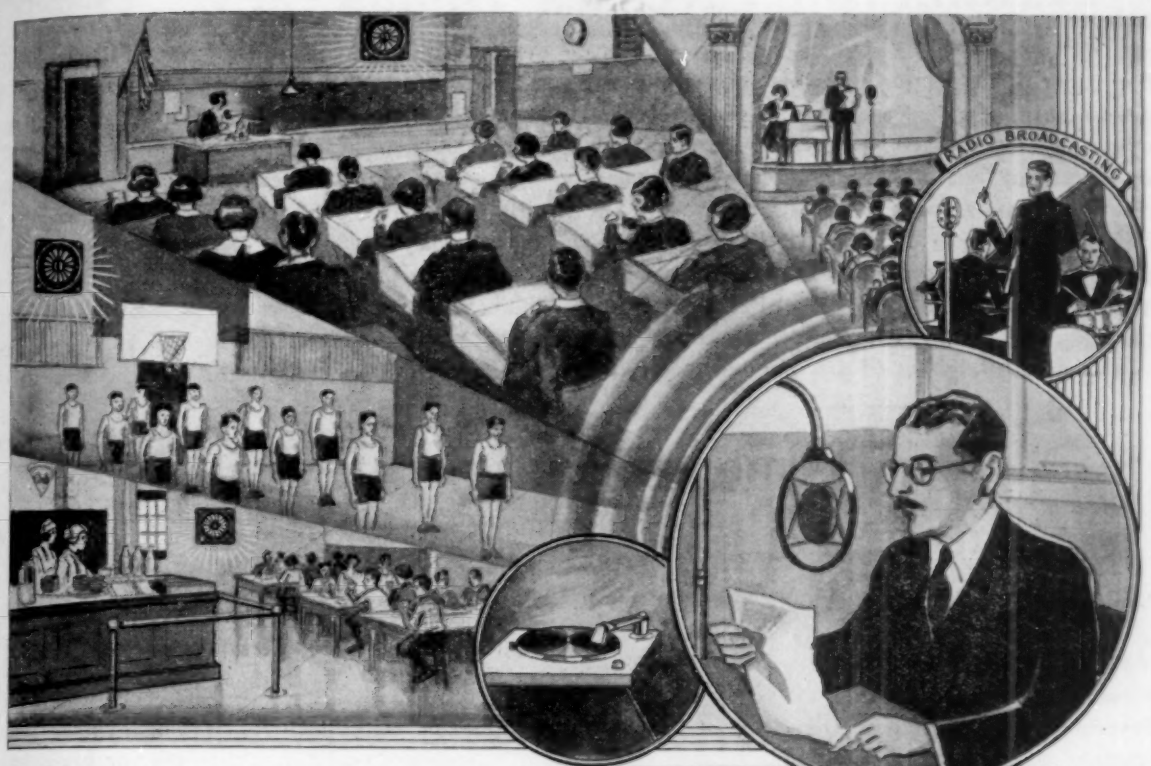
Children have been given liberal opportunity for creative expression, and this movement has been introduced generally into the academic work as well as the non-academic, with the result that education has been made a more joyous life for the child. The teacher is now leader and guide with at least far less tendency to be taskmaster. In order to provide greater opportunity for growth, actual life situations resulting in actual life experiences have taken place of much of the formal and authoritative curriculum of the previous period. Wise teacher training, sympathetic supervision, and earnest study on the part of teachers have resulted in a far more adequate understanding of child nature. The nursery school, the activity program in the early elementary department, which has been continued in higher grades, the sympathetic cooperation of teachers and parents have contributed greatly to this end. Child study classes, parent education associations, child welfare and other organizations for the study of childhood have brought about a fine attitude toward child life.

Character building has come to be regarded both as a science and as an art, and is proceeding according to the late discoveries in scientific character building. Strong effort is being made to develop in children group consciousness and social mindedness. The thought is that social adjustment and character training are as important as an academic program of education. In line with the idea of life building, health is considered as the matter of first importance. A vigorous program to this end has been carried out for many years. This program includes both physical and mental health. Consequently, mental hygiene takes an important place. In this field visiting teachers have been employed with the result of far better mental, social, and moral adjustments in certain portions of the student body. Contributory to life and character building, as well as to the grade advancement and general welfare of the child, individual differences of children have been taken into consideration by homogeneous grouping throughout the system and especially through the guidance and exploratory features of the junior and senior high school periods. Liberal provision has been made in this field for educational, moral, intellectual, social and vocational needs of the student. Guidance through curriculum materials and educational advisers have been supplied for all of these grades.

The courses of the junior high school are largely of exploratory nature with the result that students are pursuing their way with far better results. A more adequate and sympathetic knowledge of the adolescent period of life has contributed largely to the achievements in this field. Adaptation of education to differences of the individual child has been made throughout the system.

Recognition of the rapidity of change in the world convinces that education must change accordingly. In the belief that education is adjusting to a changing world, recognition of this principle exists in courses of study and everyday school procedure. Believing that the close of school life is the beginning of real education, the claims of adult population for educational facilities have been recognized. Ample provision is being made increasingly for adult education through evening schools, recreational opportunities, library, parent education associations, etc.

The planning and provision of buildings and equipment have been influenced largely by the procedures outlined above. During the decade a three-million-dollar building program has been carried out and at the present time every school of the city is housed in either an out-and-out new building or a remodeled, modernized old building with a new addition to it. Up-to-date approved ideas with reference to light, heat and ventilation have been embodied in these buildings. Shops and other facilities have provided for a great deal of self-expression and construction. The fixed desk has been done away with; movable desks, tables and chairs take the place of the former. The



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The spirit of democracy prevails throughout the system, controlled freedom being an important end sought. In kindergarten and primary the children enjoy freedom, but it is accomplished by self-restraint. "Do-as-you-please," or capricious, or whimsical freedom is frowned upon and children are taught self-control and are rendered conscious of their social relations and duties. The spirit of helpfulness and co-operation under proper control takes the place of rigidity of discipline on one hand, or capricious action on the other. Throughout the system this idea prevails. Student participation through student councils in grades, junior and senior high schools is in evidence in relation to moral and social control.

The members of the teaching corps and supervisory staff have carried on the work loyally and courageously during the decade confident that the boys and girls are getting a training that will enable them the better to meet the individual and group responsibilities of life and to be the better prepared for life and citizenship in a democracy.

Lynn Studies Individual Needs

By HARVEY S. GRUVER
Superintendent

THE Lynn, Massachusetts, public school department is endeavoring to give to the children of Lynn a program of education based upon the best accepted modern practice.

Several years ago we adopted as our motto "the adaptation of our program to individual needs." Our ultimate aim is to see that every child is given a program of work in which, if he does his best under the guidance of a good teacher, he should attain a high degree of success.

To accomplish this, two important things are necessary; first, an organization with a sufficient staff to administer the necessary tests to discover as nearly as possible the individual capacity of all children. To accomplish this, it is not necessary to give to every child an individual test. The vast majority of children fall well within the limits of what might be regarded as a basic normal child. Children varying to any marked degree from the normal child should receive individual attention.

In addition to such information as may be made available from testing, the experience of present and previous teachers should be taken into account. A carefully prepared cumulative record card should be provided for every child, so that each successive year the previous records may be taken into account in planning the next year's work. On the basis of such information they should be organized into groups as nearly homogeneous as is possible to group them, with the thought in mind that the work planned for each school unit should be of such nature as to provide a challenge to each child in which he may be expected to succeed. It is difficult to conceive of anything more unjustifiable than to place a child in a situation where it is practically impossible for him to do the work required.

As a corollary to the testing program there must be a careful and continuous study made of the school curriculum. The civilization in which we are now living is changing so rapidly that it is necessary constantly to revise the program of activities to be carried on in the classroom, if the school expects to prepare the child to live understandingly in the civilization in which he will find himself. The school must endeavor to train the child to live day by day rather than to attempt as formerly to train him for his existence at some future date. The work of the schools should be of such nature that the experiences resulting from each day's work should enable the child to live the next day better than the preceding one.

For the purpose of carrying out the above provisions pertaining to the school curriculum our public schools, under the general guidance of the Director of Research, have effected an organization whereby our school curriculum is being very carefully studied with the thought in mind that this study in order to meet the needs adequately must be a continuous one. The organization centres in two curriculum councils of approximately fifty members each. One of these serves in the elementary field and the other in the secondary field. The Director of Research acts as chairman of these two councils and at their suggestion production, try-out, and evaluation committees are set up.

The membership of these committees varies from five to fifteen teachers, and some member of the central administrative or supervisory staff acts as an adviser of each committee. At the present time there are eighteen production committees functioning in the elementary field and thirty-two in the secondary field. A few committees are considering subjects which overlap and cover both of these general fields of work. In addition to these, three try-out committees are now working on tentative courses of study prepared by production committees last year, and an editing committee has considered a number of tentative reports.

During the past few years in order to make the work of the classroom more real and vital to the child the method of instruction has been changed to a rather marked degree. Much of the work

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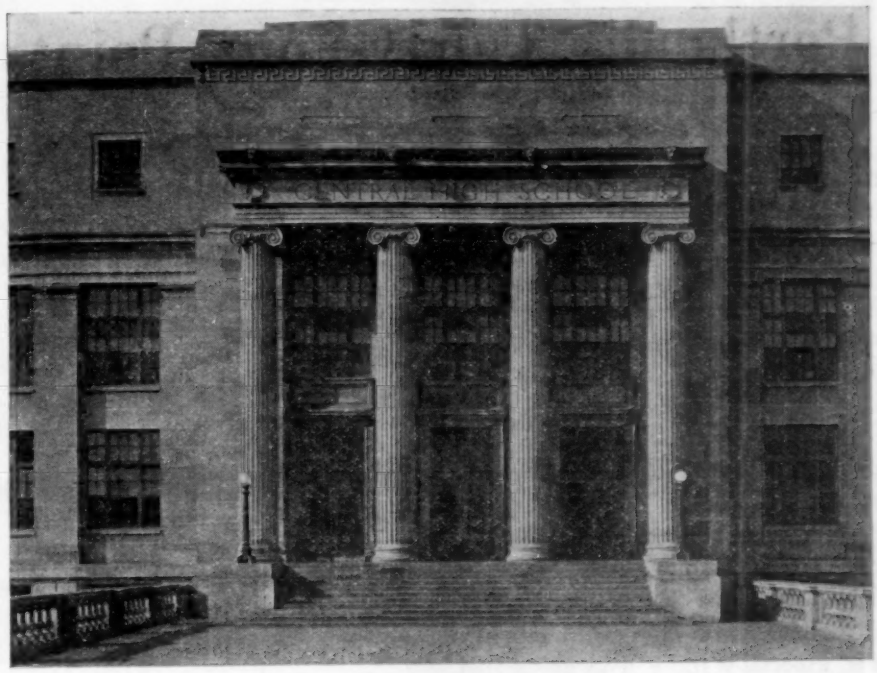

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is done on activities basis. This does not mean that the children are turned loose to roam around the room or to do as they please, but it does mean that under the guidance of a skillful teacher, whose objectives have been thoroughly worked out, it provides an opportunity for the children to exercise their initiative, to introduce their own point of view and to adapt the work more specifically to their needs. It is our belief that this method does not only prepare them better for their lives as children, but will ultimately prepare them to take their part in the activities that they will choose to pursue in later life.

A word of caution should be offered, however, that no school system, and certainly no teacher, should attempt to carry on the work in her classroom on an activities basis until the underlying philosophy is thoroughly understood and until the teacher is in sympathy with doing the work in this particular way.

Portland's Thirty-Four Points

BY WILLIAM B. JACK
Superintendent

THE following are some of the accomplishments of Portland, Maine, during the last ten or twelve years:—

1. Sabbatical leave on half pay for experienced teachers for approved study or travel.
2. Special professional increases for teachers in annual salary and in maximum salary for approved summer school study.
3. Board of Education lectures—lectures by educational experts provided by school committee for the teachers.
4. Increasing emphasis placed upon accelerating the best pupils and upon providing many and varied enriched opportunities in the regular courses and through extra-curricular activities for all pupils, especially those who are gifted, and for developing desirable social attitudes.
5. Ungraded rooms for pupils unable to make satisfactory progress in the regular classes.
6. Junior Americanization classes to give special instruction in the English language to non-English-speaking pupils before they are placed in the regular grades.
7. Mental or ability testing—helpful in advising children and directing them educationally.
8. Junior high schools.
9. Two large comprehensive senior high schools, one with twenty-seven acres of adjacent land for recreational and athletic purposes, the other with an athletic field (not adjacent) of fifteen acres.
10. Two new elementary schools (one in process of construction) with large playgrounds.
11. Residence surveys—maps locating all children of school age to aid in determining location and type of future schools.
12. Open-window classes for pupils seriously handicapped in general health.
13. Nutrition classes for pupils somewhat below normal healthy condition.
14. Home teacher to visit shut-ins and cripples.
15. Milk in all schools, and lunch rooms in senior high schools self-supporting and with approved nutrition standards.
16. Toxin-antitoxin inoculations (not a single death from diphtheria for over a year).
17. Dental hygienists—examination and care of teeth.
18. Audiometer for scientifically testing hearing, thus checking many preventable cases of hard of hearing.
19. Lip reading classes (evening school) for hard of hearing.
20. Physical education in all grades.
21. Safety education—effective in developing reasonable care and caution, and thus preventing large numbers of avoidable accidents.
22. Courses of study—several new courses and revisions under direction of teacher committees.
23. School librarians at public library employed by school board to direct the research work of pupils visiting the library, to recommend library books to be purchased for elementary and junior high school libraries and to supervise distribution of traveling libraries.
24. Traveling libraries—over 72,000 library books distributed to the schools from the public library were read by the pupils this past year. Income from a large endowment fund left by a private citizen provides the purchase of these books.
25. Courses—home mechanics (junior high schools)—electricity, printing, automobile mechanics and machine mechanics (senior high schools).
26. Expansion of musical education—bands, orchestras, glee clubs, music appreciation classes and harmonica bands.
27. School savings (in all schools).
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29. Radio instruction (in its experimental and pioneer stage).
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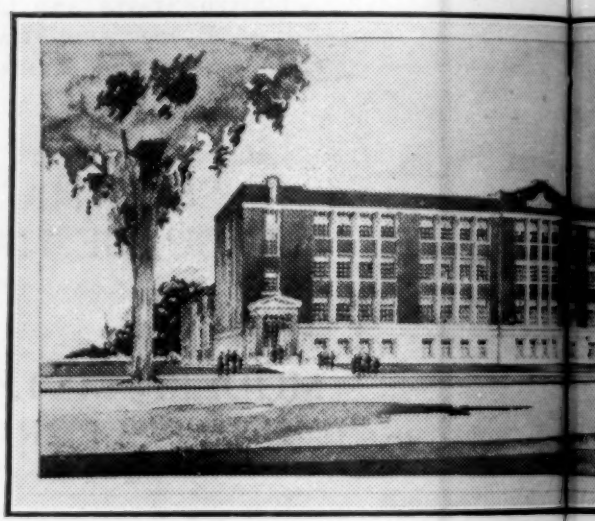
Claremont Junior-Senior High School

The Frank Irving Cooper Corporation recently completed the Junior-Senior High School at Claremont, New Hampshire, which is a great achievement in meeting the needs of a small community where one building must combine both Junior and Senior High Schools. The building, modern in every respect, although erected with a limited appropriation, contains all of the latest features necessary for school efficiency. Regardless of whether the appropriation is large or small, the Frank Irving Cooper Corporation's first consideration is given to the planning and construction of buildings which meet all the requirements of the school program, and keep within the financial limits of the building committee. The Frank Irving Cooper Corporation is always among the first to introduce up-to-date building and equipment aids. Their schools are now being equipped for the use of sound pictures.

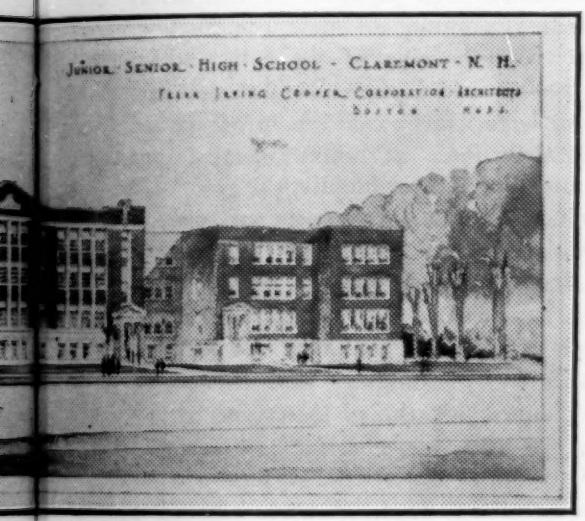


The Auditorium stage of the Junior-Senior High School at Claremont, New Hampshire, is built in four sections and may be rolled to the farther wall of the gymnasium when the movable partition between auditorium and gymnasium is opened up, thus converting the two halls into one large auditorium capable of accommodating over 2,000 people. The proscenium arch above the stage, between the two halls, is so built that an unimpeded view of the stage is possible from all seats when the stage is in the gymnasium. By various combinations the two halls may be made to fit a large variety of school and community needs. In either position the stage is fully equipped for plays with curtains, scenery and flies. The stage is shown by the illustration as the stage of the auditorium. A fireproof booth for motion pictures is a distinctive feature of the equipment.

a DISTINCTIVE FEATURE

OPER CORPORATION *service*

-BOSTON, MASS.



Special Features Which Make This New High School Remarkable

The double gymnasium, ensuring the health education and physical well-being of the pupils.

The Auditorium seating 2,000 people, with a stage 21 feet deep, having exceptional acoustic properties, and built on the ground to eliminate fire risks.

Admirable lighting — a feature most important but often not sufficiently considered.

Widely separated stairways from corridors equipped with fire doors assuring adequate egress from each floor in case of emergency.

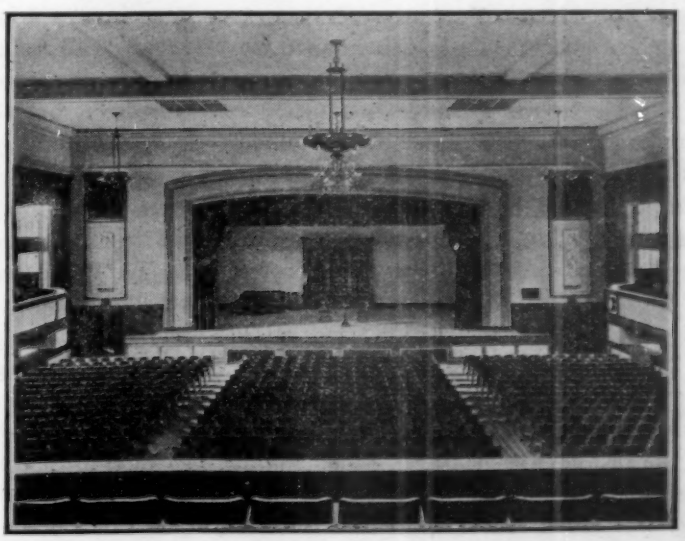
Shops on the ground floor available for instruction in wood, metal work and automobile repair.

Radio and speaker equipment — making possible radio broadcasts and the use of a microphone by the headmaster, or a speaker, whose voice will be audible in every classroom.

A building so constructed as to permit partition changes and expansions with economy and without injury to the existing structure.

Ten years ago, when Frank Irving Cooper predicted the use of loud speakers in school rooms, his idea was ridiculed. Now radios and loud speakers are included in the schedule of requirements of most superintendents and building committees. The accompanying illustration shows the auditorium of the Somerville, Massachusetts, High School in which one of the first sound systems in schools was installed.

At the Claremont, New Hampshire, High School there is a microphone, a central control and a switchboard. Not only is the Auditorium served by these, but any one, or all of the class rooms. A speaker's voice, a record, or a radio program may thus be distributed to every pupil. The pupils of the Claremont High School may now receive instruction to supplement that of the teacher.



as home counselor to solve children's problems.

31. Deans or advisers to girls in senior high schools.
32. Expert accountant—makes study of school costs.
33. Policy of experimentation—trying out textbooks, courses of studies, new projects in a few selected schools before general introduction.
34. Development of desirable inter-school spirit by having pupils of one school entertain as guests, pupils of other schools at assemblies and social functions.

Wilmington Schools Definitely Organized

By DAVID A. WARD

Formerly Superintendent at Wilmington, Delaware, Now Superintendent at Chester, Pennsylvania

BEGINNING in 1921, the school system of Wilmington, Delaware, was completely re-organized. At that time, the Board of Education, consisting of thirteen members, elected from wards, was changed to a board of seven members, elected at large. The new Board abolished all standing committees, and by resolution made the superintendent of schools the executive officer of the Board. The superintendent was charged with the responsibility of all appointments, transfers, and dismissals of teachers and other employees, and with the general supervision of the school system. The organization plan, adopted by the Board, defined the function of the various activities of the school system under three general departments, namely, business, education, and maintenance, and provided for the appointment of a head of each department, with sufficient assistance to carry out the work efficiently.

Conforming to the organization plan, a business department was established with a business manager, responsible directly to the superintendent of schools. Pending development of the plan, the Department of Education was left under the direction of the superintendent with an assistant superintendent, and the Department of Maintenance was organized with a supervisor of buildings and grounds, responsible to the business manager. A central accounting system was established under the business manager, and the business of the Board was brought to a high state of efficiency.

The following year a Department of Research was established with a director in charge. Through a systematic program of testing and measuring, the standard of classroom instruction was raised materially. The research department had charge of all statistical work of the schools. Another outstanding feature of the progressive program of education in the last decade has been the planning and carrying forward of an extensive building program. In this work the Department of Research made such careful and extensive studies as to enable the Board to locate and plan their buildings with the greatest degree of economy.

Beginning in 1924, six new buildings have been completed at a total cost of approximately $4,000,000. One of these buildings is a junior high school, another is a high school built for a senior and junior high school organization. These are the first junior high schools in the state. In addition to the buildings completed, a program of new construction, providing for the re-housing of the entire school system, has been worked out. Besides the new buildings completed, an extensive program of repairs and alterations has been carried out modernizing many of the old buildings.

The introduction and development of platoon schools is another feature of the educational program. The first platoon school was opened in an old building, remodeled, in November, 1923. The second, also in a remodeled building, in February, 1924. Four of the new buildings were elementary schools and planned for the platoon type of organization.

The Department of Vocational Education has been developed and expanded. A trade school has been organized, and has been in successful operation for several years. Printing was installed, first, in the high school with a part-time instructor, and later it was transferred to the trade school as a regular department. The trade school offers courses in auto mechanics, electricity, industrial chemistry, brick-laying, painting, and other trades.

A continuation, part-time school was organized a few years ago, and a junior employment bureau was established. Manual training has been extended into the elementary schools.

The Department of Americanization has been developed and expanded. Home classes for mothers were organized. A field worker was provided, and a "steamer" class organized for giving intensive instruction in English to children upon arriving from foreign countries. A few years ago the Department of Americanization was changed to the Department of Adult Education, and the work of removing illiteracy was begun. Classes were organized for adult illiterates, and this work has constantly expanded.

Another of the educational developments was the establishment of a Department of Art with a direc-

tor in charge. By the establishment of this department a uniform and logical development of an art course, extending through the twelve years of public education, was outlined. Special teachers of art were provided in the larger schools and the art work was brought to a high degree of efficiency.

In the high schools the courses of study were reorganized and changed from the parallel courses to the unit system, as approved by the National Education Association. Music instruction was provided, and a Department of Dramatics was established. Student advisers have been provided in the largest high school.

Kindergartens have been established.

Classification tests have been introduced, and the grouping of children according to abilities has been accomplished.

Libraries have been established in many of the schools.

A speech clinic was established some years ago and has done excellent work in correcting speech defects.

Safety education has been developed until it is a regular department of instruction.

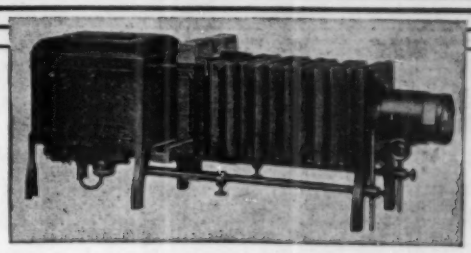
Thrift education was introduced by the establishment of a school savings system, which has been unusually successful.

Beginning with the school year of 1924-1925 increased attention was given to instruction in the rules of health. Vaccination was required of all children entering the schools for the first time, a dental clinic was organized, and a Department of Physical Education was established with a director in charge. Later on, a Preventative Dentistry Clinic was organized for the care of the teeth of first-grade children.

The professional improvement of teachers has been emphasized. The standard for appointment has been raised. Summer school attendance has increased. University extension courses were established and have developed as a regular part of the school program.

Covering a period of three school years an extensive curriculum study was made. The entire teaching force was organized into committees for this study, which resulted in the writing of courses of study in all subjects through the school system. The committee work was supervised by the administrative force of the schools, the Department of Research supplying the necessary material and studies for the work of constructing and revising courses of study. University specialists were brought into the study, so that the resulting curriculum is in conformity to accepted theories of curriculum making.

I left Wilmington June 1, 1929, and am therefore not in touch with the work of the schools. No doubt the progressive program of education will continue and expand under new management.



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Providence Making Forward Strides

By I. O. WINSLOW
Superintendent Emeritus

DURING the past few years there has been a decided forward movement in the public schools of Providence. It has been the result of a combination of a number of conditions. The citizens had gradually become conscious of the shortcomings of a school system under the management of a very large school committee, largely under political control and with inadequate financial support.

A few years ago the force of public opinion became sufficiently organized, especially through the combined efforts of a number of civic clubs, to cause the city council to authorize a survey of the school system, under the direction of Dr. George D. Strayer of Teachers College. Continued energetic pressure of the reform movement resulted in an act of the Legislature making the recommendations of the surveyors very largely effective.

Since that time the application of the anticipated measures for reform has been going on steadily. The movement has transferred the public schools of the city from a relatively low position in the general list of cities, where they were often subject to professional ridicule, to an outstanding place among cities that are taking the lead in progressive reform. The most fundamental changes that have opened the way for various improvements have related to general administration and to the system of finances.

In the place of a school committee of thirty-three members, with a special sub-committee for every phase of school activities, there is now a committee of seven members with no sub-committees. The by-laws and regulations are based upon the theory that the schools are to be managed by the superintendent and his assistants, and that it is the function of the School Committee to act in the usual capacity of a board of directors of a large enterprise.

Formerly the money for the support of schools was determined by annual appropriations of the City Council. In common with many other American cities there was a perpetual tendency to cut down estimates and appropriations to the lowest possible or endurable limit. In the new system such annual conflicts have been obviated. The law provides that for each succeeding year the amount available for the support of the schools, exclusive of capital outlay, shall be equal to 35 per cent. of the average of the tax receipts for the three preceding years, with the addition of certain other minor amounts. The school authorities are, therefore, able to know approximately the amounts that will be available for a number of future years and can make intelligent plans for prospective expenditures.

The leading special improvements that have been brought about as a result of the new conditions are as follows:—

1. A program of new school buildings, supported with liberal appropriations. Four junior high schools are in operation. Buildings for four more, for the remaining sections of the city, will be completed within the next year or two. Other buildings have been provided as the beginning of a plan to replace large numbers of old elementary buildings with new structures adapted to the needs of an ideal curriculum, especially for the platoon plan of organization. The cost of the buildings already completed or definitely authorized will amount to approximately $10,000,000.

2. The reorganization of the system according to the "6-3-3" plan of elementary schools, junior high schools, and high schools, with corresponding modifications of the curriculum.

3. The development of a Department of Research and Guidance. Through a thoroughly organized system, involving co-operation between office officials and special student advisers, and principals and teachers in the schools, there is an endeavor to discover and meet the particular needs of every pupil.

4. The extension of the Department of Attendance from a single truant officer to an organization consisting of a "Director of Attendance and Discipline," with sixteen assistants who include attention to cases of truancy and discipline in their more general sphere of home visiting. By this method all of the relations between the school and home are under the care of a specialist in each of the sixteen districts into which the city is divided for this purpose.

5. A Department of Health and Physical Education, with a director, special supervisors, twenty school nurses, approximately forty physical education teachers, and nine dentists serving on part-time at school clinics supported by the School Department.

6. The establishment of additional special schools to meet special needs, including prevocational schools and schools for crippled children and for sight conservation.

7. The most recent accomplishment of considerable magnitude has been the construction of a new salary schedule for teachers. The transition to a new system of organization has given special occasion for a new schedule corresponding to the changed conditions. With the co-operation and practically unanimous approval of the executive officials, the School Committee, and a representa-

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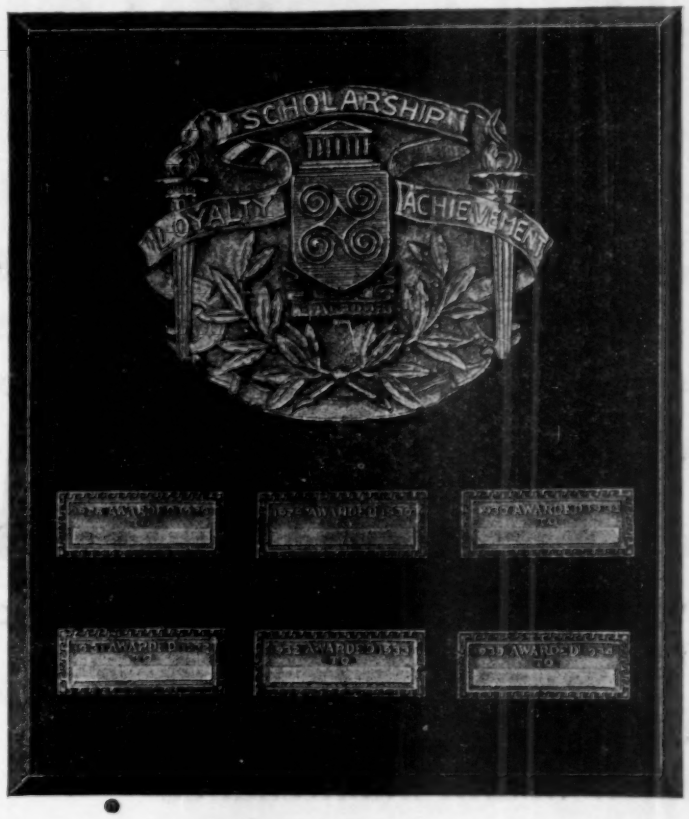

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tive committee of teachers, there has been an endeavor to devise a plan in accordance with the most prominent professional ideals of salary schedules. The plan involves provisions for the recognition of specially able and successful teachers and for the checking of those who become incompetent and unsatisfactory. It offers continually increasing compensation, without a definite maximum, for teachers who are able to continue to merit it.

While further improvements are desirable and in prospect for the future, the advancement of the past few years has been a decided encouragement to those who have been familiar with the long continued conservative and unsatisfactory conditions.

Every School in Fort Wayne Has P. T. A.

By L. C. WARD
Superintendent

IN COMMON with all growing cities, the building program in Fort Wayne has occupied much time and thought during the past decade. This city has expended for schoolhouses in that time $4,500,000. Today 11,500 of our 17,000 children are housed in buildings less than eight years old.

A health program has been instituted which involves a general physical examination of every child in the schools in alternate years from kindergarten through the eighth grade, with examinations in the off years where need is indicated. The examining physicians appear in every school of the city every morning when school is in session to pass upon the physical condition of such children as appear below par to their teachers. The work of the physicians is supplemented by the efforts of a school-nurse, of physical education teachers, and of the attendance officers.

A co-operative vocational education movement has been brought into operation which permits the school to do its share of such training which can best be done in school, allowing the industries to handle the shop training of the boys. Ultimately it is hoped that all the specific industrial training will be given in the shops and factories, with the school co-operating by doing the theoretical, academic work which underlies the trades.

A bureau of tests and measurements has improved our teaching very greatly, both in spirit and in practice. Through its work we have been able to classify our children into homogeneous groups; to evaluate the work of teachers on a far better basis than opinion; to establish special classes, special rooms and next year a special school for atypical children.

We have this year shifted our supervisory emphasis from special and subject supervisors to building principals. These latter officers are charged with the duty of day by day supervision, and are held responsible for results. Supervisors are general advisers of teachers and principals, visiting teachers only on call of teachers or principal. Their chief function now is to direct curriculum study and revision, to harmonize procedures over the city, to advise with teachers in difficulty or trouble.

All of these movements have been accompanied by an unceasing pressure upon teachers for more and better training. Of four hundred teachers in the elementary schools, fifty-four have four years or more of training, one hundred twenty-one have three years, one hundred ten are very near the three-year place—and they are paid in accordance with their training. In this decade the median wage of the elementary teachers has increased from $780 to $1,898, of the High School teacher from $1,210 to $2,356.

Perhaps not the least important phase of school progress during these ten years has been the remarkable growth of the Parent-Teacher Association. Every school in this city, grade and high, has a flourishing club, enrolling all told more than four thousand parents. These citizens, through their school contacts, have become educated to the meaning and purpose of the modern school. Their support of every worthy school endeavor has been quick and certain, their condemnation of attacks upon school integrity powerful and effective.

Which?

Isn't it strange that Princes and Kings,
And Clowns that caper in sawdust rings,
And common folk, like you and me,
Are builders of eternity?
To each is given a bag of tools,
A shapeless mass and book of rules;
And each must make, ere life has flown,
A stumbling block or a stepping stone.

—Selected.

THE FUNDAMENTALS OF PUBLIC SCHOOL ADMINISTRATION

By WARD G. REEDER

Associate Professor of School Administration, Ohio University

THIS new book translates theory into practice by presenting in concentrated, interesting form solutions to the hundreds of problems that arise from day to day in the routine of the educational administrator. The author particularizes by stating the problem, offering certain guiding principles, and illustrating the solution of the difficulty as it is being met by one or more school systems of notable efficiency and successful operation in communities from all over the United States. The material is organized altogether around the smaller local units of administration, such as rural, village, town, and city schools. Exhaustive and pertinent research and the author's wide and successful experience both as teacher and administrator combine to make this manual reliable and convincing. The book is liberally illustrated with tables, figures, and diagrams, setting forth the various phases of public service, from school organization charts to the fundamentals of office equipment.

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Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS IS CONDUCTED BY A SCHOOL EXECUTIVE.

365. Has a superintendent a right to transfer a teacher against her wishes? (Mass.)

Yes, he certainly has a right to do so if in his opinion the welfare of the school system requires it, but it is a most regrettable situation, and he had better try all other means of adjustment first. Under such conditions the teacher is not in the attitude to make good in the new position, and even if it is a place in which she can do less harm, she is not apt to do much good, and he simply has a lesser of two evils.

Transferring teachers from building to building or from grade to grade is always a difficult task. Teachers, like all normal people, are creatures of habit, and shy off at change of any kind, realizing that it means new adjustments and usually extra work for a time at least. You are always faced with converting them to the idea, and the time to do it if possible is before the transfer rather than afterward. You need to show them where they will be more successful and happier. If you can't do this, then your next goal is to try to get them to suspend judgment until they try the new place. It takes great tact and kindness to handle such a situation, and you do need to be sure the transfer is warranted. The teacher has a side to it which deserves consideration. She may have built up her reputation in a certain section, acquired co-operation through years of effort or feel sure she is best adapted to a kind of children or a level of child development. She has a right to her side being heard and hearing all the reasons for the proposed change. Promiscuous changes, or those lacking in due notification and explanation, are most unfair and rightly resented by teachers.

On the other hand, if a superintendent is convinced that a certain change is necessary, and after carefully and kindly explaining it, fails to meet with the teacher's approval, he should have the courage to go through with it. Like all other disagreeable duties it is the rare rather than the common thing, and once you get it behind you with the right attitude and kindly consideration following, it frequently turns out all right with time.

366. How much of a buffer between the teachers and general supervisor should the principal be? (Pennsylvania.)

This is a common situation. It sometimes occurs when the teacher is a little weak, but has redeeming qualities not as apparent in the occasional visit of the supervisor as plainly seen by the more constant observation of the principal. Timidity sometimes prevents full bloom on the part of the teacher before the supervisor. If such is the case the principal's business is to explain and clear the situation if possible. If, on the other hand, the teacher needs to raise her standards, he does great harm by allowing her to use him as a buffer.

367. How often should our mentally retarded pupils be re-examined? (Minnesota.)

They should be examined every two or three years. Most authorities feel that while the I. Q. is fairly stable it is not entirely so, and of course achievement scale findings need checking frequently.

All children from the special classes should be tested carefully before being sent out into the industrial world, that the best possible vocational guidance may be given them at that time, and an up-to-date record filed for future reference as they report back or are looked up from time to time with the purpose of follow-up assistance on the part of the school.

368. Where does the classroom teacher come in on the testing program? (Alabama.)

Under good supervision the classroom teacher can do much of the testing, and in no other way can she understand the principles behind the testing, the purposes and the possibilities in the follow-up. To get her interest in results of a test she has not given is very difficult, but if she understands the test, why it is being given, corrects it, records and interprets the findings, then the battle of "after testing what" is won.

How about these testing experiments by research workers and from which we desire to get all the help possible? Well, of course many of them should be retested in the classroom and their findings checked through practice. The teacher can be of immense service here. If she can be made to see that testing is still a very open question and that science needs the help of the practitioner, the classroom teacher, then she will feel more kindly toward tests, be inclined to study them, and use them. So many teachers still feel that tests are a criticism of their work or judgment that their minds are closed to them. Work with tests is one of the best ways of getting the right attitude on the part of teachers. As they give the tests they begin to suspend judgment, keep the open mind, and run the results parallel with their judgment or estimate of the pupil; that judgment about which they were so sensitive when they thought it questioned or pushed into the background by tests. Now they run the findings from the tests along with their judgment and check the two.

By all means bring your classroom teacher into your testing program.

Personal and Professional

JAMES F. WRIGHT, founder and chief executive, "Pathfinders of America, Inc.," Detroit, has demonstrated rare ability, intense devotion, eminent success as a trainer of human engineers. He has done wonderful service for human betterment through school principals. He has devoted sixteen years to the creation of an organization through which school principals achieve great things without adding to their burdens, without conflict with race or creed, tradition, politics, or prejudice.

JOHN J. LYNCH, elementary school principal, Holyoke, Massachusetts, in a recent Rotary address stated the responsibility of modern education as skillfully and forcefully as we have ever seen it done. It was printed in full in the Springfield News, May 13, 1930. We shall soon use much of it in the Journal of Education.

DR. GUSTAVE STRAUBENMULLER, associate superintendent of New York City, who has the affectionate appreciation of the public as well as of the teachers and other educators of the city, has been honored by a remarkable recognition by William H. Dooley, principal of the Technical High School, in the dedication of his very remarkable book for high school use, "Clothing and Style."

"With gratitude this book is dedicated to Dr. Gustave Straubenmuller, who has devoted his life to the development of teaching, in the public schools of our city, appreciation of the aesthetic and the beautiful. His scholarship, personality, enthusiasm, and sympathetic outlook have inspired his principals and teachers to adapt instruction to the emotions of the students, thus arousing in them fine feelings of the reality and romance in the subject matter."

DONZELLA CROSS (Mrs. Thomas F. Boyle, 3335 Burnet avenue, Cincinnati), who was one of the star artists in the promotion of music in the public schools, presides gracefully over her home, mothers a two-year-old daughter, teaches in the College of Music, Cincinnati, interprets music for the children's concerts of the Cincinnati Symphony, and teaches in the summer session of the University of Southern California. She gets more joy out of life than ever, and broadcasts joy the same as ever.

W. D. MILLER, who was superintendent of Easthampton, Massachusetts, for twenty-nine years, retiring in 1925, died in his home in Greenfield, Massachusetts, where he has lived since 1925. He was seventy-two years of age. He was a vital factor in education in the Connecticut Valley for forty years.

Correct sitting posture demands that the pelvis be vertical. Unless school seats definitely assist in this important direction the body slumps—vital organs are crowded —the spine is deformed —lungs compressed . . . energy, vigor, and mental vitality are definitely lowered.

YOUR VOTE

for your pupils' health

. . . is it based on 50 year old theories . . . or the facts of today?

ASTONISHING—but true—only recently has science cast its spotlight on the importance, both physical and mental, of school seating. Old school seats may still serve to sit upon—but that's all. They do not perform the other functions that science and modern education demand. Correct school seating is recognized today as a decided factor in the physical and mental development of the school child—a factor that should be reckoned with.

Your school . . . to give pupils the advantages and opportunities that modern schooling should give—*must* have posturally correct seating. Your vote . . . with your school board, should be cast for American Seats . . . seats that are manufactured under exacting scientific specifications to help the child sit erect without effort.

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Hands, Bumps and Handwriting

By ARTHUR DEAN

When I have an idle moment on my hands, which isn't often, I like to look for a new job. I imagine myself a young man just starting out in life and anxious to succeed, or else as a middle-aged man who is either out of a job or dissatisfied with one and who wants to take up a new line of work.

Only recently I played with the idea of pretending to be a young man who wanted to be a cartoonist and that I lived in a small place far from any public or private art school.

I happened upon an advertisement which told me I could become a cartoonist in a very short time if I would only send in a sample of my handiwork, in order that the school might judge of my artistic abilities. I drew a sketch to the best of my ability — which, just between ourselves, is absolutely N. G. — and sent my drawing to the school. Within a few days I received this reply: "You have wonderful ability, simply marvelous. Evidently you are a born artist and you ought to be making $10,000 annually in a very short time. If you will just sign your name on the dotted line....."

Hooray, I'm a cartoonist and never knew it!

Another day I thought I would find out for what vocation I was fitted, so I dropped into a fortune teller's office. She occupied an otherwise vacant store, the windows of which were heavily curtained with weird figures and weirder questions, such as: "Do you know who you are? Why are you as you are? Would you like to marry? Are you satisfied with your job?"

One of these questions appealed to me — which one I will not confess. The lady herself was Madame ————, a descendant of an Egyptian princess. She looked at me most searchingly, and I am sure if she had an X-Ray machine she would also have looked into the contents of my pocketbook.

To make a long story short, it cost me fifty cents to find out that I had in me the prime requisites of a first-class executive, with special leanings toward big business. As I left her I could only think: "If the Madame could see into her own future as well as she thinks she saw into mine, she would be holding down a mahogany chair in front of a glass-topped mahogany desk, and not in a vacant store at that."

Hooray, like Andy, I'm a big business man!

Then I thought I would play with phrenology and let some expert see if the bumps in my life had come from the bumps on my head or on my face. I was calipered from dome to chin, I was fingered from ear to ear. The final result was: "You, my dear sir, are a perfect example of the legal type. Taft himself didn't have a better head than yours. It is a pity you have wasted all these years in writing. If you had come to me years ago you would be in the Supreme Court by now. Two dollars, please."

Hooray for Mr. Justice Dean!

I am tickled pink, folks. Here I am, a judge in embryo, a possible Tired Business Man, and a whale of a cartoonist. Meanwhile, because I did not consult these experts before, I must still grind out a living with ink and pen.

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GEORGE RUSSELL:—

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Resistance

(The Spiritual Significance of an Electric Bulb.)

Would it surprise you to be told that everything about you, whether a wooden house, a fly on the wall, or a flower in a garden, is charged with a real spiritual message? If we believe in the spirit, we understand at once that this must be so, since all created things take on the meaning that their Creator puts into them. A beautiful picture, for instance, is filled with a meaning that existed originally in the mind of the artist. He might have told us about his meaning in words, but we understand it better, through being able to see it with our human eyes, in line and color, just as he dreamed it. In the same way a great musical composition carries over to us the meaning of the musician. He, also, might have described his feelings to us by means of words, but how much more can we appreciate his dream of glorious sound, when we hear it released on the wings of song. The same is true of everything we see existing about us in the world. The flower is full of the Master's meaning. He might have told it to us over and over, but let us give thanks that He decided rather to let it blossom into our consciousness, beside our feet, wherever, in this glorious springtime, we decide to walk.

As a further example of what I mean let us take the electric bulb and find its hidden spiritual meaning. In order that it may glow and thus give light we know that there must be somewhere a vast power plant. We cannot hear its wheels roar as the bulb lights, but we know they are roaring just the same. In just such a way, back of each of our spirits, must exist a vast power plant, a majestic source, from which streams out forever the forces that enable our spirits to flame up in a universe of deadly cold and dark.

Now we know that electric bulbs glow their brightest when there is no obstacle in the way of the current's flow, when the wire leading down to it is made of pure copper or even better, of silver, and when the connections are all firm and sound; in exactly the same manner our spirits glow their brightest when the connection with the great source is pure and noble and free from unworthy faults.

Now it happens at times that man wishes to dim the radiance of the electric bulb. You know how he does it. He places between the bulb and the power plant a coil of wire that hinders the flow of the current. He calls such a coil, resistance. A really wonderful term, when applied to the spirit land, for exactly in like manner does man dim the radiance of his spirit by interposing some form of resistance. It may be envy or avarice or malice or hate whose resistance is so high that beyond it the spirit dims to scarcely a red glow.

Thus let us understand. If we would have our spirits shine within to the full radiance that the Father intended, we must, like good electricians, make firm our connections, and remove those deadly resistances that shut us off from the great central power-plant which is God.

Who is Chosen?

It is sometimes amusing to see people act as though the whole world were made especially for them. As automobilists they drive bravely to the front, touching fenders and forcing their way regardless of the rights of others; as smokers they puff their offensive breaths in other persons' faces; as talkers they are loud-mouthed and eager for attention; out of the corners of their eyes they watch for listeners; as citizens they are tremendous in their criticisms, but little doers when it actually comes to taking part; such as these are the specially-to-be-favored ones, in their own minds; in the minds of others they are a nuisance and a pest.

This matter of considering oneself specially privileged is not confined to individuality. It affects nations, as well. The Chinese call themselves Celestials, that is, Heaven's own race; the Jews have long considered themselves the Chosen People; and every other race on earth has, at some time or other, laid claim to a special hold on Heaven's favor. This was noticeably so in the last war, when every nation claimed God as an ally and promised itself it could not lose the war, on that account.

Now who, really, are the chosen ones, who are the Celestials? You will be surprised when I tell you that every human being belongs to that favored class, and that on that account there is some basis for the exaggerated idea some people have of their own importance. Now, how can we be sure that each one of us is the chosen one? By the very fact that we are here, in existence, living and understanding and appreciating the invitation that the Father has given to us. In a way, each one of us is a guest in the Father's house.

Now guests are honored persons; things are done for them in a loving spirit; they are fed; they are housed comfortably, they are entertained; the grounds of the host are open to them to go whither they will, and the beautiful spirit of the giver surrounds them with all that is elegant and good. All these things are true of us, for where is there a playground equal to this old earth in the glorious hours of Spring or the mellow Autumn days?

On the part of our Host, the Father, there has been no failure, but I fear sometimes his guests are rude. They forget that they are guests and they abuse the invitation that has come to them. What a pest in any well-ordered home is the brawling, noisy, troublesome guest! What a bore is the guest who insists on ordering the other guests around and taking authority to himself that the Host never gave to him!

The Show-off—I

Today, as I came to school, I sat opposite a young lady who, just before she rose to leave the car, elaborately powdered her nose, reddened her lips and polished her finger nails; as I left the car I came face to face with a huge poster that pictured an African savage with a saucer inserted in his upper lip, and a dinner plate neatly enclosed by his lower; as I walked along a woman passed me with huge eardrops dangling from the pierced lobes of her ears; a little farther on, a youth swaggered by with a cigarette dangling inanely from his lower lip. His chest was out and his head up as his eyes roved over the girls for a look of approval; I had a crease in my own trousers and had combed my hair before leaving home. Now just what did all this mean, this decoration of the body in so many and such diverse ways? One person will say that each one of us has somewhere within a little bit of self-conceit; we want to make a good impression on our neighbors; we want our bodies to look beautiful; to the African a dinner plate in the lower lip brought the correct answer, to me a crease in my trousers helped out, to the lady with the lipstick a little red color seemed a wonderful assistance. To another person the whole performance must have seemed like a bit of barbarism. These people, he might say,

are still in the emotional stage of existence; they do not know enough to understand all these things are of no purpose compared to the enrichment of the mind within.

It seems to me both parties quoted are hopelessly wrong. There is a spiritual significance in the acts of every one who tries to improve his appearance, no matter what form the improvement takes. Suppose you knew for certain that you were a very important person, that you were a friend of the mightiest man on earth, that you had been picked out of countless millions to do a real work in the world; that there never was one just like you and never would be again; I ask you would not the knowledge of this fact swell you up a bit and give you an impression of your own importance that you would want to share with those about you? I submit it would.

(To Be Continued.)

The Show-off—II

Now that is exactly the situation. Inside of each of us, whether the African with the dinner plate lip or the girl with the reddened lip, is a feeling which we have never put into words, rising straight out of the tremendous spiritual power we possess, a feeling of our almost infinite importance in the world. People outside do not see us as we really are; they do not realize that we have been chosen, friends of God, to do His majestic work; they do not appreciate the really terrifying bigness of this thing within which we call spirit; very well, the fact remains just the same. We are big people; so we show our bigness by adding some kind of artificial glory to the one thing that other people can see, our poor, frail, worm-eaten bodies. The day may come when we will understand that our real bigness is inside, and that our real job is to add glory to our spiritual selves, by every word we say, and every look we give, and every touch of our hand and by our daily job, whatever it may be.

Reserve Power Wins the Fight

I am making the basis of today's Chat the words of Schmeling, the promising young German prize-fighter who has come over to America to struggle for the world's heavyweight championship. While I do not believe in prize-fighting or see any good coming out of the spectacle of one man mauling another, still I recognize the fact that most boys are interested in a very keen way in such things, and read the newspaper accounts dealing with them. This is perfectly natural, for in some way or other the urge to battle is implanted deeply within the minds and hearts of all living things. In fact life can only be kept by some sort of a fight. We fight the attacks of germs, and the insidious assaults of law-breakers; we fight wind and weather and hunger and thirst; in fact we fight for the very air we breathe, being compelled to keep a pair of bellows in good condition and working every minute of the day and night. What a battle our poor hearts put up for us every second of our lives, pumping and pumping, cleaning and clearing, carrying the good and taking away the used up and bad, healing our hurts and plugging up our wounds, in order that we may be able to go ahead with this mysterious business of staying alive.

It is only when fighting becomes a brutal and beastly sort of thing, that it deserves the scorn of mankind. Personally I think all prize-fighting to be of this sort, and I feel very strongly that no one can witness such a spectacle and go away quite as beautiful in spirit as before.

It is interesting, though, to know that prize-fighters go to no end of

(Continued on Page 676)

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EDUCATION IN ACTION

Cultural Effects Of Radio to Be Tested

The Federal Office of Education will install 100 radio sets in isolated mountain homes that have little or no contact with the outside world, to ascertain what are the cultural effects of this medium of education. A purpose of the experiment is to find out if radio can take the place of reading as a means of contact otherwise impossible. As an educational experiment the undertaking is unique, the specialist in adult education, L. R. Alderman, stated in explaining its significance. It is one of the most concrete and truly scientific approaches to the correlation of radio and education in its widest meaning yet attempted, he said. When the educator can go into a home, isolated from the outside world for generations, where no one can read or write, and see what changes are wrought in its habits and outlook through music and the spoken word coming direct from points of highest civilization, he has a laboratory of sociological research of the most vital kind, Mr. Alderman explained. He added that the Office of Education is conducting this experiment in collaboration with educators wherever the receiving sets are located. All points of location have not yet been selected, he said, but will be sufficiently divergent to serve as a cross section of the nation generally.

School District Held Not Liable for Injury

A school district in California is not liable in damages for injuries caused to a student solely by the negligence of an instructor, Attorney General U. S. Webb ruled recently in an opinion sent to Brantley W. Dobbins, district attorney, Fairfield, Calif. According to the opinion the student was injured by flying glass when a professor of physics negligently broke a critical tube in conducting an experiment. Mr. Webb pointed out that the liability of school districts does not extend to governmental functions as distinguished from proprietary functions unless some statute clearly gives a right of action, and he held that the only statute that might be applicable is one that makes school districts liable for injuries to persons resulting from the dangerous or defective condition of buildings, grounds, works and property. In the instant case, he stated, the injury was caused solely because of the negligence of the professor, and not because of any dangerous or defective condition of the critical tube.

Correspondence Courses Popular Among Prisoners

"Home-Study" courses are becoming increasingly popular with the inmates of Eastern prisons, according to William Carver, educational director of the Welfare League Association. Last year about 500 prisoners were enrolled in such courses, he said, and a new record is expected for 1930. Most of the prisoners, Mr. Carver reported, were interested in learning business methods, such as bookkeeping and accounting, but among the long term inmates cultural courses and studies of professions were found most popular. According to reports on their work sent by the educational institutions in which they are enrolled, the prisoners show a record far superior to that of the average home-study student. The Welfare League began its work among the prisoners in 1924. Since then it has helped 1,500 prisoners with home-study courses. The prisoners are scattered through fourteen institutions in eight states, but the majority are in the prisons of New York, New Jersey, Connecticut, Massachusetts and Pennsylvania.

Textbooks Publicly Provided in 22 States

Textbooks purchased for use in all public and private high schools and elementary schools of the United States caused an expenditure of $39,024,067 in the latest year, 1928, for which figures have been prepared, according to information from the Federal Office of Education. This sum represented the purchase of 58,089,967 separate volumes, and more than nine-tenths of the expenditure was concerned with public schools, it was stated. Of the books bought for public schools 65.6 per cent. of the expenditure came from state and other agencies providing free books for pupils. Boards of education expended $23,256,151 in supplying free textbooks. There is a tendency for more states each year to make the supply of textbooks mandatory upon the educational system, the assistant specialist in school legislation, Ward W. Keesecker, explained. Twenty-two states and the District of Columbia have laws requiring that textbooks be furnished free to public school children. The laws vary in their provisions relative to which unit of administration shall bear the costs.

Portugal Lacks Teachers To Overcome Illiteracy

There is a shortage in Portugal of 1,000 teachers, needed for enforcement of the compulsory school law, says a report of the Portuguese department of Education in Lisbon. Calls have been sent to provincial authorities, urging them to speed up their campaigns for reducing illiteracy among the 4,000,000 citizens of the country unable to read or write. Word that Spain, Turkey, Russia and Rumania are making rapid progress in this line is being used to inspire national pride. The government emphasizes that a new census is to be taken two years hence and it asks that illiteracy be so reduced that the country will not feel humiliated by comparison with other nations. Low salaries operate to keep down the number of teachers. The average village schoolmaster receives only $20 a month. Not even free rent, heat and light, furnished by the government, has served to overcome this handicap.

Will Speed Thought By Brain Heating

Ten years from now high-powered executives will be able to retire to thought chambers and there have their brain cells heated for fast thinking. Not only will they think faster, they will think better. They will decide the knotty problems of the world in practically no time at all. Or such is the opinion of O. H. Caldwell, radio authority. In explaining this belief Mr. Caldwell, who made his prophecy before the American Electrochemical Society recently, said that super-cogitation, induced through the heat of the vacuum tube, would be quite an important weapon. Even the thoughts of minor human beings may be sharpened in the oven. "In recent experiments in Germany," he declared, "the brains of living men and women have been gently heated internally by radio currents derived from high-frequency vacuum tubes, with the result of stimulating nervous reactions and thought processes, and causing improved mental speed and efficiency. While results are not yet conclusive, it appears that extension of this method of electrically heating the brains of ordinary mortals may in future make men like gods. And it is not beyond conjecture that by 1940 big business offices may have special radio frequency 'thinking chambers' into which high powered executives may retire when faced by particularly puzzling problems. Here for a few minutes they would undergo polarity reversals at the rate of 100,000,000 per second to induce supercogitation."

A Trial College For the Summer

One of the newest types of summer schools is the trial college for high school graduates to be opened the last of June by the Pennsylvania State College at its Altoona branch. There, for six weeks, pre-freshmen may try their wits at college subjects. If they succeed, they will have gained advance college credits. If they fail, they may see their unfitness for college work and give up a foredoomed attempt. Thus it is expected that the usual heartburnings as well as the loss of time and money to both students and college from the number of freshmen who drop out during the first semester may be minimized.

College Science Study Wins Industrial Aid

A method of escape from the poverty that handicaps pure science is nearing its testing stage at the University of Michigan. After twelve years of experimenting the university has developed in one of its laboratories an alliance with industry whereby it will share in commercial profits from its discoveries. The experiments were begun by Professor W. L. Badger of the chemistry department in 1917, when an evaporator concern in Chicago wished to build a commercial laboratory with him in charge. He persuaded them that better results would come from giving the laboratory to a great university. So a laboratory was built at Michigan, under university control, with research and instruction its prime objects. This alliance developed several commercial successes. One new type of machine already has had gross sales of more than $500,000. The university has a laboratory with $100,000 worth of equipment. This year a new agreement has been written, whereby a share of the profits will become a permanent scientific fund.

Cruelty Charged At Indian School

Requests for an investigation into the alleged cruel treatment of Indian children at the Indian School at Phoenix, Arizona, have been made to the Senate Committee on Indian Affairs by two members of the Senate at a hearing where documents purporting to substantiate the charges and a resolution denying their truth were submitted. Stating that "fair play still exists in this country," Senator Hayden of Arizona declared the charges should be heard, and Senator Ashurst, also of Arizona, asked the committee either to summon the accused to a hearing or send representatives to Arizona to conduct an investigation. Material said to substantiate the charges was submitted by John Collier, executive secretary of the American Indian Defence Association of New York, who said that ninety-nine cases were discussed in detail in the documents, which include reports of the government inspector of the school, H. H. Fiske, and files of the Indian Commissioner's office. A resolution signed by 104 out of the 106 Federal employes of the school, in support of the superintendent and denying the charges, was submitted by Senator Hayden.

Public Schools Show Rapid Gain

Enormous increases in public school enrollment in the United States compared with the small increase in that of private schools indicates the confidence of the people in the facilities and opportunities afforded by the tax supported institutions, according to David T. Blose, of the statistical division of the Federal Office of Education. Mr. Blose said that the publicly supported institutions have more funds with which to introduce a variety of courses and to offer greater educational facilities attractive to the students. The American States expended $63,396,666 on secondary education in 1870, and steadily increased the amount to $2,184,336,638 in 1928, Mr. Blose pointed out. In 1928 there were 25,179,696 students enrolled in the public elementary and high schools, compared with 2,669,661 students enrolled in similar private schools, Mr. Blose pointed out. Statistics on the growth of enrollments in private high schools and academies between 1890 and 1928 were presented by Mr. Blose as follows: In 1890 there were 94,931 students enrolled; in 1910 there were 117,400; and in 1928 there were 269,249. Statistics on the growth of enrollments in public high schools between 1870 and 1928 were presented as follows: In 1870 there were 80,227 students; in 1890 there were 202,963; in 1910 there were 984,677; and in 1928 there were 3,911,279 students enrolled in the public high schools.

Misuse of Words Teacher's Lament

We Americans need a new profanity, for we have weakened, by constant and varied use, that which we have now, was the opinion recently expressed by Professor George Adrian Kuyper, of the English faculty of Boston University's College of Business Administration, whose hobby is the study of words. Nowadays words are being used in an entirely different sense from what they were originally intended, according to Professor Kuyper's study, that if you knew what you were saying, you wouldn't mean what you say! "The weakening of our profanity, strange as it may appear," Professor Kuyper said, " is the result of our failure to call a spade a spade. We look about for something more vigorous. The simple darn becomes damn, even in the polite society of young ladies." Not only do we seek stronger, more vigorous words in our speech, but we have a euphemistic tendency to substitute nicer words for

The Happy Childhood Readers

By ALBERT C. LISSON, *Principal William Blackstone School, New York City, and Lecturer at Froebel League in Collaboration with* EMMA GRANT MEADER, Ph. D., *Formerly Instructor in Elementary Education, Teachers College, Columbia U.*

The first three volumes of THE HAPPY CHILDHOOD READERS carry out a new idea, the soundness of which is well established, viz., basal readers in which the content of each volume is a continuous story throughout. Each story centers around the activities and games of two children (a boy and a girl) of the same age as that of the average child in the grade for which the book is intended. Into this continuous story is woven the various types of literature appropriate to the peculiar grade.

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The contents of THE HAPPY CHILDHOOD READERS are characterized also by originality. In the case of the Primer, for instance, with the exception of the Three Bears and Mother Goose rhymes, the entire volume contains original material. The vocabulary conforms to best modern standards as exemplified by Gates, Thorndyke, and others. The books themselves in general appearance, in durability and suitability, in page arrangement, type forms, and quality and artistic values of illustrations measure up to the highest standards.

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the ordinary ones used for generations, the Boston University professor pointed out. So out of this tendency we get cemetery for graveyard; mortician for undertaker; psychopathic cases for insane people; domestics for servants. A former instructor at Boston University, Professor Kuyper pointed out, said that laborers sweat, gentlemen perspire, and young ladies "glow" in showing the way we differentiate the shades of meanings in words. "I like to think of words as almost human," Professor Kuyper continues, "for like us, words generally belong to families. They have a birth, a youth, either of progress or retrogression, frequently they marry, have children, sometimes live to an incalculable age and sometimes die with the letters obs. on their tombstones."

Teachers' Pay Can Rise Without a Limit

Teachers' salaries with no top limit, whose automatic rise only death, incompetence, or retirement can stop, form the new contribution of the city of Providence, R. I., to the solution of the ubiquitous puzzle of how to pay the pedagogue. Thus, in one city at least, an invidious distinction between the methods of reward in business and in teaching is removed. And teachers of four and of forty years' service alike have economic incentive to professional growth. Indeed the new Providence system, as no other in the country, has been planned to provide, from the youngest kindergarten teacher to the oldest principal, continued stimulus to achievement. Not only may special merit be financially rewarded, but incompetence may be penalized. Upon a year's notice, with explanation of the causes, the superintendent of schools may withhold the normal salary increase from an unsatisfactory teacher and may continue to withhold it year after year until the causes are removed. On the other hand, he may within limits advance on the regular schedule teachers whose outstanding service may seem to merit special reward. Between these two extremes stand the vast army of teachers who, it is expected, will so maintain their professional efficiency as to advance by regular degrees according to their years of service. In the first dozen years or so these increases are scheduled at $100 a year, retarding in frequency thereafter. Moreover, all teachers in the city are assigned to but three schedules, one applying to the elementary, one to the junior high, and one to the senior high school grades; salaries of principals, supervisors, and other special officers being rated at so much "above the schedule." Not the least unique feature of the Providence procedure was the fact that the teachers themselves were given a voice in the fixing of the new salary basis.

Students Demonstrate Effect of Adult School

The pilgrimage of 200 adult students from Buncombe County and several other counties of North Carolina to Washington, who until they recently attended adult education classes could neither read nor write, has been indicative of important benefits to them, and is a tribute to the state, the specialist in adult education, Office of Education, L. R. Alderman, stated. A group of students in adult classes were selected to make the pilgrimage because of their proficiency, and in their stay in Washington, under the guidance of the director, Mrs. Elizabeth Morriss, they made demonstrations at the Office of Education, after being received by President Hoover, of the advantages they enjoy since learning how to read and write. For ten years Buncombe County has been experimenting in eradicating illiteracy, Mr. Alderman said. So significant has its progress been that it has been studied closely throughout the nation.

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By CLIFFORD BREWSTER UPTON, A. M., *Professor of Mathematics, Teachers College, Columbia University.*

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The BOOK TABLE

OUR GOVERNMENT, ITS NATURE, STRUCTURE AND FUNCTIONS. By James Wilford Garner, University of Illinois, and Louise Irving Capen, Barrington High School, Newark, N. J. Cloth. Illustrated. 657 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

It is a joy to review textbooks that are created by modern authors for modern teachers.

Publishers are now awake to the fact that no textbook can be made on the basis of science, art, or industries of ten years ago, on philosophy, or psychology, or pedagogy of ten years ago.

It is not that the past is ignored, but that the past must be interpreted by conditions of today.

Any manufacturer who tries to use machinery and methods of ten years ago is in the hands of a receiver. Any railroad that tries to use trains, switches, time tables of ten years ago is being merged with some enterprising system.

It is even more true that education, which must prepare students for a vast array of enterprising occupations, trades and professions, is either tragedy or comedy if the schools use old methods in subjects or old psychology in creating men and women for success in the next decade.

"Our Government" is dealing with civics as a living, functioning institution. The authors realize that the formal treatment of government as in other days is related to civics today as the recital of the bones of the skeleton, which was once the universal practice, was to hygiene, nutrition and dietetics of today.

It is a joy to think of government as it will be when citizens have had the education of today, instead of the skeletonized schooling of other days.

NATIONS BEYOND THE SEAS: The Earth and Its People. Book Three. By Wallace W. Atwood and Helen Goss Thomas. Cloth. 352 pages (7 by 11 inches). Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

It requires a fortune to make a new geography, and a new geography is not a wise investment unless it is so "new" and so "vital" in its newness that no previous book has what the new book has.

The Briand aspiration for a "United States of Europe" has made a new geography of Europe a necessity. The significance of such a new geography of Europe makes an entire geography on the countries that are considered in this plan inevitable.

The tariff and financial discussion of the last five years made the agricultural, industrial and commercial conditions in each European country of high significance.

The entirely new view of countries from the air has made geography a vitally new study.

The Atwood Geographical Series was ready to anticipate the new geography of Europe and Asia as well.

MUSIC IN THE JUNIOR HIGH SCHOOL. By John W. Beattie, Northwestern University; Osbourne McConathy, formerly with Northwestern University; Russell V. Morgan, Cleveland Public Schools. Cloth. 250 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

The junior high school has done more for utilizing the school for the direct benefit of the adolescent than everything that had been written and preached about him prior to twenty years ago, and nothing has emphasized this new service of education more than the adaptation of school music to the transforming mental and social life of boys and girls as they become youths.

"Music in the Junior High School" renders an important public school service in its presentation of the evolution of the Junior High School on the one hand and of the development of music teaching in public schools.

About one-third of the book is focused on the junior high school as a function of the public schools and the remainder to the modification of music teaching in public schools.

In every respect the work is thorough and masterful, and at every change in high school organization, as well as in music appreciation, there are charts and statistics in abundance, and always easily understood.

MODERN METHODS IN WRITTEN EXAMINATION. By Albert H. Lang, Ph. D., Dean of School of Education, State Teachers College, Fresno, California. Cloth. 313 pages. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Dr. Lang's approach to the new problems in testing the progress of individual pupils and classes is quite beyond the customary tests and measurements. He has had exceptional opportunities to estimate the value of every phase of his advance from the established ways and means of scoring pupils and classes, and especially of changing scores to grades.

That which interests us especially is the fact that it is practically the first attempt to make a book on this subject with the school principal definitely in mind. In the near future all books on administration in any form will give special heed to its relation to the principal.

CIVICS AND INDUSTRY. By DeWitt S. Morgan and Oka S. Flick, Arsenal Technical Schools, Indianapolis. 370 Seventh Avenue, New York: McGraw-Hill Book Company, Inc.

The Arsenal Technical Schools of Indianapolis, in which "Civics and Industry" has been created and tried out from every angle, is one of the most distinctive institutions for the development of the social and economic sciences which are to be stressed in a new spirit in the immediate future.

The chief attraction of the Morgan-Flick book is its approach to the new relation of civics and industry through the social and economic sciences.

That which appeals to us most is the appreciation of the authors that it is useless to attempt to bring civics and industry, social and economic sciences, in effective professional action unless the teacher is in intelligent sympathy with modern life.

Wide-awake high school youths of today are likely to be as well prepared to think clearly upon the vital questions in civics and industry as teachers who have been thinking along old lines.

Open this book at any page and one is impressed that the authors are inspiring secondary students to think upward rather than downward.

TAMING THE ANIMALS. The Story of Man. Book III. By William L. Nida, San Diego State Teachers' College. Illustrated by Grace Betts. Chicago, New York, San Francisco: Laidlaw Brothers.

The one problem in human life that will probably never be solved by science or history is the taming of animals. No one will probably ever know how any domestic animals were ever tamed from the wild life of their ancestors.

William L. Nida, of San Diego, has given children and schools fascinating fairy tales of achievements that meet an age-old query as to how wild life was ever tamed. This is a phase of fairy tales that meets a new need.

HAPPY CHILDHOOD READERS, "Betty and Jack," Primer; "Helen and Bob," First Reader; "Alice and Billy," Second Reader. By Albert C. Lisson and Evelyn V. Thonet, both of New York City public schools, and Emma Grant Meader, Ph. D., formerly of Teachers College, Columbia University. Illustrated by Ann Brockman. Dansville, N. Y.: F. A. Owen Publishing Company.

Happy Childhood Readers are modern in every respect. The content in each Reader is a continuous story. Each story is confined to the participation of a boy and a girl of the same age, always of the age that interests the children of its grade.

In the continuous story is prose or verse of accepted literary value, skillfully woven into the story. Seasonal and patriotic occasions receive appreciative attention. There is much original writing, and the adapted literary selections are so artistically approached as to give the pupils the feeling that it is a vital part of the story in which they are interested.

PROGRAM MAKING FOR JUNIOR HIGH SCHOOLS. By Harold L. Harrington, Detroit Principal. Cloth. 174 pages. New York: The Macmillan Company.

The Junior High Schools demand intelligent and sympathetic attention. There still exists a mischievous tendency to refuse to concede the Junior High School as important a place in the system as it deserves.

In nothing is the greater intelligence of children and youths of today than of yesterday proved as in the way they think in grades seven, eight and nine.

Detroit is a leader in meeting the spirit of the youths of today, and Harold L. Harrington was one of the first to sense the new situation, and "Program Making for Junior High Schools" is one of the most skillful treatments of the most vital problem of the new order of things in public schools.

THE EDITORIAL PAGE. By Robert W. Jones, Associate Professor of Journalism, University of Washington. Cloth. 124 pages. New York: Thomas Y. Crowell Company.

We have never seen a better book on the skillful use of English, in attractive and inspiring writing, than "The Editorial Page," which is as valuable for any writing as for writing editorials. It is delightful reading. There is not a sentence that is not just what the reader has wanted to know about, saying the right thing, in the right way, at the right time.

SPELLING FOR EVERYDAY USE. Book One, 160 pages; Book Two, 216 pages. By J. M. Steadman, Jr., Ph. D., Emory University; K. C. Garrison, Ph. D., North Carolina State College; Harold H. Bixler, Ph. D., Atlanta Public Schools. Atlanta: Smith, Hammond and Company.

These books are a creation of something distinctive in learning to spell. The title tells the whole story. Pupils learn to spell words they are likely to use instead of learning to spell words that all other pupils should know how to spell at their age.

The words learned week by week are words they are likely to use as children and are sure to use as adults. It is this combination of words that is covered by "Everyday Use."

The term "Word Hospital" plays an important part in the efficiency of these books. It continues the motive for mastery where other books stop their intensive effort. Each pupil sends to the "Word Hospital" the words that cripple his writing. Each word is dismissed from the "Word Hospital" when the word ceases to give the pupil any trouble.

Everything in "Spelling for Everyday Use" is as unusual and as serviceable to the individual pupil as is the "Word Hospital."

The group of authors is an unusual combination. One is a brilliant professor of English in one of the best Liberal Arts Colleges; one is a professor of Psychology in a notable college in a state noted for specific achievement in education; one is active in leadership in an important city system.

MARKETING AND HOUSE WORK. Manual by S. Agnes Donham, Instructor in Simmons College and Garland School of Home Making, Boston. Boston: Little, Brown and Company.

Miss Donham issued the forerunner of this book in 1917, and the success of that edition was of a character to guarantee the success of the new edition which has every attraction of the first edition, which is merely modernized to meet present-day conditions in marketing, to take advantage of all revelations in science, in health promotion, in social customs, and economic conditions.

Methods of planning meals are indicated and there are sets of marketing charts for beef, lamb and mutton, veal, pork, poultry, fish, fruit and vegetables, together with a grocery and household supply chart. There are brief rules for the care of the house, with lists of necessary materials and utensils. Invaluable everyday information is provided in clear and concise form.

CLOTHING AND STYLE. For Dressmakers, Milliners, Buyers, Students of Clothing, and Stylers. By William H. Dooley, Principal of Textile High School, New York City. Cloth. 441 pages. Highly Illustrated. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

New York City is as advanced in its creation in education as in its towering buildings. The school system is so vast that it is impossible for any one to grasp its dimensions or appreciate its spirit.

The school principals rank with high specialists among university professors in the making of school books. Principal William H. Dooley, of Textile High School, has produced a book on "Clothing and Style," beyond anything that has been attempted by anyone else. It is better history than can be found elsewhere.

The early approach to industrial art for high school girls was quite juvenile in its information, but attractive in achievement. Sixth grade girls can achieve as much in dressmaking as high school girls did in early days, but Principal Dooley brings high school girls into the class with professional artists in their knowledge of clothing and style.

GENERAL BUSINESS SCIENCE. By Lloyd L. Jones and Lloyd Bertschi. Cloth. 600 pages. New York, Chicago, Boston, San Francisco, Toronto, London: The Gregg Publishing Company.

The famous success of the Gregg Publishing Company has been due largely to the fact that from the first the founders and all of their associates have been pioneers in making business a science instead of an occupation.

They have never been content to have students merely know what to do, but beyond that to know how to do it in the best way and why to do the best thing in the best way at the right time.

"General Business Science" treats manufacturing, shipping, salesmanship, in all their complexity as live-wire thinking and doing.

For instance, the authors magnify safety, speed, and delivering of all goods as vital conditions to the consumer, and days and even hours may be of high significance. In every respect the student realizes that his method must be up-to-the-minute scientifically, that nothing in the business world is right unless it is scientifically right in what is done, how it is done, and is done at the right time.

GRINS BETWEEN GRINDS

The Great Artist

A tailor had a great desire to hear one of his patrons, a famous tenor, sing. So the tenor gave him tickets for the performance of "Tosca," and later asked him how he liked the show.

"Oh, it was awful," replied the tailor.

"Awful? How so?" asked the tenor.

"Your coat," groaned the tailor, "was too tight under the arms."

Overdrawing

Visitor: "What kind of an account does your son, Johnny, give you of his experience in college?"

Johnnie's Father: "An expense account."

Noises of the Night

"John," whispered Mrs. Singerton, straightening up in bed, "what's that noise in the library?"

"Must be history repeating itself?" muttered John, drowsily.—New Haven Register.

Use Your Imagination

"See here!" said the zealous traffic cop, "Keep on the proper side of the white line."

"What line?" inquired the motorist. "I can't see any white line."

"Well, ain't y' got any imagination?"

Draw Your Own Conclusions

He said to his Quaker maid: "Dost I be thy idol?" to which she replied: "Thou beast!"—The Pathfinder.

Repartee, It's Called

An old colored man was burning grass when a "wise guy" stopped and said: "You're foolish to do that, Uncle Eb; it will make the meadow as black as you are."

"Don't worry 'bout dat, sah," responded Uncle Eb. "Dat grass will grow out an' be as green as you is."—Montreal Star.

The Adroit Pacifist

"You're scared to fight."

"I ain't, but me mother'll lick me."

"An' how'll she know?"

"She'll see the doctor goin' to your house."—The Outspan.

No Talent at All

Sunday School Teacher—"My word, doesn't that little boy swear terribly?"

Back Slider—"Yes'm, he sure do. He may know the words, but he don't put no expression in them."—Pennsylvania National Guardsman.

Detected

Doorman at Fraternity Meeting—"Who's there?"

Voice—"It is I."

Doorman — "No school teachers allowed."—Carolina Buccaneer.

How They Are Caught

Nell—"I caught my husband flirting."

Belle—"That's how I got mine, too."—Border Cities Star.

Nothing Square About Them

She—"Why don't you like girls?"

He—"They're too biased."

She—"Biased?"

He—"Yes, bias this, and bias that, until I'm broke."—The Shoreline.

Kerchoo

Acidophalus — "What were all de mattah wid you yisteddy?"

Lallapoosa—"Ah had a cute attack ob alfalfitis."

Acidophalus—"What's dat?"

Lallapoosa—"Waal, dat am jist highbrow fer hay fevah."—The Pathfinder.

An Evening at Home

Young Wife—"How fortunate I am in possessing a husband who always stays at home in the evening."

Bosom Friend — "Yes. Your husband never was much addicted to pleasure."—Vancouver Province.

Married Life a La Mode

Husband (angrily): "What! no supper ready? This is the limit. I'm going to a restaurant."

Wife: "Wait just five minutes."

Husband: "Will it be ready then?"

Wife: "No, but then I'll go with you."

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Character Chats

(Continued from Page 669)

trouble to keep themselves fit. If we wish to know what to avoid in the way of eating and drinking, ask a prize-fighter or any other athlete. Here is what Mr. Schmeling says about liquor and cigarettes:—

"I feel," said Schmeling, "that if I ever took so much as one drink of liquor that that would mean just one punch I couldn't get away from sometime, and that if I ever smoked so much as one cigarette, that would mean just one little inch of lung power that I'd need sometime and wouldn't have."

Splendid words, Mr. Schmeling. I wish every boy and girl would listen to them, for each boy and girl has a far more important championship battle ahead than you ever will fight in any saw-dust ring.

Selecting Good Teachers

Selections of teachers should rest in the hands of officials who have the intelligence, learning and good judgment to weigh each applicant's fitness and not on the common inadequate method of selecting teachers for schools on the basis of answers or the like. This was the substance of a recent address delivered by Dr. Monroe E. Deutsch, Dean of the College of Letters and Science at the University of California. Dean Deutsch spoke of the many questionnaires that he receives concerning candidates for teaching posts in which he is asked to give information that is perhaps given equal weight with information furnished by those under whom the candidate may have worked for a number of years. He said: "Human traits cannot be properly appraised in this fashion. Moreover, I have never quoted any reference to the divine gift of clearness of exposition on such a questionnaire, and yet what quality is of more importance to a teacher than that? Sympathy and understanding cannot be measured, weighed or tabulated." Concerning the method of rating teachers on the basis of units of college work or degrees, he said: "In theory there is much to say for this plan. But we must concede that the mere possession of a junior certificate or even an advanced degree is far from guaranteeing the possession of those qualities which make a teacher alive and understanding, able to transmute knowledge into thought and character. The amount of knowledge and absorption of it into one's being cannot by any means be determined solely on the basis of the number of units one has stored up in the treasury of the recorder's office." In answering the question asked by the title of his address, "How to Know Good Teachers," he concluded: "We shall be able to know good teachers when we meet them face to face. There is only one way—to place the decision in the hands of those who are qualified to judge—qualified by their learning, by their knowledge of what constitutes good teaching, and who, above all, have that rare power to see whether those under consideration possess the qualities and knowledge necessary."

Teachers' Homes in Texas

Texas communities think more of their public school teachers than do those of any other state, judging from the fact that the Lone Star State leads all others in the number and value of teacherages, according to S. M. N. Marrs, Superintendent of Education, State of Texas. "During the past three years the average increase in number has been over 100 and in value $145,000," Superintendent Marrs explained. "An audit of the reports of city and county superintendents to the State Department of Education shows that Texas now has 1,330 teachers' homes, of which 1,293 are for white teachers and thirty-seven for the colored. The value of these teachers' homes totals $1,784,007, the value of homes for white teachers being $1,723,057, and for the colored, $60,950. In 1925-26 there were 1,028 teachers' homes, valued at $1,347,943. There are now 1,109 teachers' homes in the common-school districts of Texas. Of these there are 1,083 for white teachers and twenty-six for the colored. In the independent school districts there are 221, of which eleven are for the colored. The average value of homes for white teachers in the common school districts is $1,160; for the colored, $1,536. The Rosenwald Foundation gives financial aid for building teachers' homes for the colored, and they must be erected to meet the requirements made by it. The average cost of a teachers' home for white teachers in the independent school districts is $2,200; for the colored, $1,909. The first teacherage in the United States was built in 1860 in the Blum school district in Guadalupe County. The record of H. E. Dietel, who taught the Schumannsville School in the same county and lived in the teacherage there for forty consecutive years, is unparalleled in this country. The communities that provide teachers' homes usually secure the best of teachers and keep them for a longer time than others. Texas ranks first in the number and value of teachers' homes."

George Washington University Wins Song Contest

George Washington University won the intercollegiate Glee Club contest on March 8.

George Washington University's Glee Club piled up 161.6 points.

Yale was second and Ohio State College won third place.

This was the first appearance of a glee club from George Washington University at the contests.

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